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ABSTRACT

The development of leadership and management in postcompulsory learning in England was examined in a survey of managers and leaders at English colleges, work-based learning (WBL) providers, and adult and community learning (ACL) providers. Of the 22,000 questionnaires distributed, nearly 2,000 were completed. The respondents were predominately white, middle-aged, and male. Most respondents considered the Further Education National Training Organization (FENTO) management standards "important" or "very important" in their current leadership and management roles. Across the sector, the leaders and managers regarded professional development as a low priority. ACL leaders and managers emerged as having the greatest need for professional development and support across the widest range of management activities and current issues. Areas where college leaders and mangers expressed a need for development and support included the following: (1) health and safety, (2) developing staff trust, and (3) securing and maintaining resources. WBL leaders and managers expressed a need for development in the areas of strategic and operational planning and developing new approaches to learning. The respondents' views on the importance of nationally recognized qualifications varied widely. (Seventeen tables are included. The bibliography lists 27 references. Appendixes constituting approximately 50% of the document contain the following items: the FENTO management standards; the survey questionnaire; and 10 tables/figures.) (MN)

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Tomorrow's learning leaders

Developing leadership and management for post-compulsory learning

2002 survey report

Michael Frearson

research report

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2002 survey report

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The research evidence on which this report is based would not exist without the contribution of almost 2000 managers at all levels and in all parts of the English post-compulsory learning sector who returned completed questionnaire forms during the summer of 2002. Those within provider organisations who distributed, collected and returned the forms with very short notice deserve special recognition and thanks. The data would have made very little sense without the work of the LSDA Survey Research Unit, especially Graham Knight and Mary Ward-Brew, who designed the questionnaire and analysed the data. Helen Caskie and Liz Walker at LSDA managed the project with the author and contributed detailed comments on the draft final report.

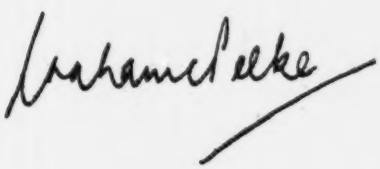
PREFACE

This research publication focuses on survey research into the development of leadership and management in post-compulsory learning and is an important and timely report. This is because the quality of leadership and management in provider organisations is central to *Success for all* and to the drive for provider improvement. This research makes an important contribution to the scant research evidence in this area, and in particular to research on leadership and management that is derived from all types of provider in the new learning and skills sector.

The key findings arising from the research reported here are that leaders and managers in the sector remain predominantly white, male and middle-aged and that there is much more to do to ensure that the proportions of women, and those from ethnic minority backgrounds, are represented in leadership and management roles in a similar percentage to that of the general population. The report also identifies the similarities and differences among providers in terms of leadership and management activities practised and the applicability of the FENTO management standards across the different types of sector provider. In addition, the report covers the varied support needs of managers, their views on qualifications and their preferences for the different forms of professional development activity. It is also gratifying to see that organisational encouragement and support for professional development are high and have increased over the last five years.

The report also identifies a number of challenges for the Leadership College that will require the rapid development of a new understanding of the nature of leadership and management in the sector and new approaches to access, delivery and evaluation. Underpinning the development activities of the college should be a research agenda that enables the accumulation of evidence as to the effectiveness of various types of leadership and management development activity. A further urgent research agenda item is a clearer understanding of what leadership behaviours work in delivering today's learning and skills provision. The research described in this report has begun the task of addressing this important agenda.

Given the important plans for developing strong leaders and managers and the Adult Learning Inspectorate concern about inadequate grading in this area, research to improve our understanding of what constitutes effective leadership development is essential. Such research will ultimately benefit the learner and affect their achievement. This report aims to illuminate this task further.



Graham Peeke
Director
Leadership College

SUMMARY

Background

Research into the development of leadership and management in post-compulsory learning is not new (see, for example, Briggs 2002; Lumby 1997a, 1997b; Simkins and Lumby 2002), but attention to the contribution of leadership and management to improving learner outcomes and provider effectiveness has grown in recent years (Hay Group 2002; Horsfall 2001). The Common Inspection Framework (CIF) for inspecting individual post-16 education and training providers (ALI/OFSTED, 2001), introduced in April 2001 to fulfil the evaluation requirements of the Learning and Skills Act 2000, has provided a major impetus. It placed leadership and management at the heart of statutory judgements about providers' standards and quality of provision by asking 'How effective are leadership and management in raising achievement and supporting all learners?' as one of the seven key questions guiding the inspection process.

Inspections carried out using the CIF during 2001/02 revealed that leadership and management in half of work-based learning (WBL) providers and almost a quarter of colleges was deemed to be less than satisfactory (ALI 2002; OFSTED 2003). Recent LSDA research (Hughes 2002) also found that inspection grades for WBL leadership and management have suffered an accelerated deterioration since 1998/99. It is hardly surprising, therefore, to find leadership and management development at the heart of *Success for all*, the government's reform strategy for further education and training (DfES 2002), which announced the launch of a new Leadership College for the post-compulsory learning sector in 2003. The College will provide professional development programmes and qualifications for leaders and managers at all levels and in all parts of the sector – colleges, WBL and adult and community learning (ACL). It will also undertake related research, tackle barriers to staff equality and diversity, and address the leadership and management succession crisis affecting parts of the sector.

The Leadership College has a challenging agenda for meeting the needs of leaders and managers working in a diverse and rapidly changing employment sector. Research evidence informing policy development in this area, however, has tended to focus on the experience of colleges rather than WBL and ACL providers. Even within colleges, little is known about how leadership and management practices, development and qualifications have changed over time. What are the characteristics of leaders and managers of post-compulsory learning in the different parts of the sector and at different management levels? What tasks do leaders and managers perform, what qualifications do they hold, and which skills do they most need to develop? How widespread is the succession crisis, and also ethnic and gender inequality, among leaders and managers? Have things improved or become worse over time?

These concerns have been shaped into the following core research questions that guided the research presented in this report.

- Who are the leaders and managers of post-compulsory learning today?

- How relevant are the Further Education National Training Organisation (FENTO) management standards to leaders and managers in colleges, WBL and ACL?
- Which management qualifications do leaders and managers hold and which ones do they rate highly?
- How important to them is the acquisition of nationally recognised management qualifications?
- In which areas do they require professional development and support?
- Which professional development activities have they found most helpful?
- What are the implications for the Leadership College?

The research was carried out in the second part of 2002. In June 2002 the Learning and Skills Development Agency (LSDA) distributed 22,000 questionnaires to English colleges, WBL providers and ACL providers. The questionnaires were sent (in batches of 5, 10, 20 or 40, depending on provider size) for internal redistribution by the recipient provider organisations to their leaders and managers. (Several providers requested more questionnaires and 135 providers requested organisational benchmarking reports, for which a minimum of five completed questionnaires was required.) Almost 2000 completed questionnaires were received from managers at all levels across the sector by LSDA in July 2002. Statistical analysis of the data has focused on comparing data from providers in different parts of the sector and identifying areas of significant difference. The analysis has also compared the 2002 general further education (FE) college data with responses from 3033 English general FE college leaders and managers collected during a similar survey carried out by LSDA's predecessor, the Further Education Development Agency (FEDA), in 1997.

The research report illuminates leaders' and managers' views about what they do and where they need to improve their practice, which management qualifications they hold and which ones they rate highly, the professional development activities they have found most helpful and how these things have changed over time. It concludes by outlining implications and recommendations for the new Leadership College.

Research findings

Demographic and occupational profiles of leaders and managers

The 2002 survey respondents in colleges, WBL and ACL were mostly middle and senior managers with considerable management experience, most of whom had only recently been appointed to their current post. More than three-quarters worked in middle or senior management positions and half had between one and ten staff reporting to them. Many had been in their current post for less than a year (and half had been there for less than three years), although a greater proportion had been in management roles for much longer than this. Eighty per cent of respondents were over 41 years old and more than half were female, yet female managers were much less likely to be found in senior management and executive positions than in supervisory and middle management posts. Only 3% of survey respondents were of African, Indian, Pakistani or Chinese descent.

Within general FE colleges, the most significant change in the profile of respondents between 1997 and 2002 was that the leadership and management workforce has aged significantly. This change affected all levels of management (with the possible exception of chief executives, for whom sufficient data was not available). At each management level, the proportion of leaders and managers aged 31–50 fell while those aged over 50 grew – by 22% for senior managers, 17% for middle managers and 16% for supervisory managers. Otherwise there was little difference in the gender, ethnicity and management experience of leaders and managers in 1997 and 2002.

The occupational and demographic characteristics of the 2002 survey respondents suggest that leaders and senior managers in post-compulsory learning remain predominantly white, middle-aged and male. The diminishing involvement of women in the journey from supervisory and middle management to senior and executive management suggests there are still significant barriers to their career progression. The proportion of leaders and managers from ethnic minorities continues to be unrepresentative of overall staff levels within the sector and the community at large (Commission for Black Staff in Further Education 2002). Respondents' brief management career histories provide compelling evidence of substantial management experience gained within constantly changing management structures.

Current leadership and management activities

Creating concise descriptions of the complex roles, responsibilities and relationships of leaders and managers is notoriously difficult. Reflecting on the environment for management within colleges, Briggs (2002) is right to say that 'the formal context of management structures and styles, mediated by the attitudes, perceptions and expectations of staff at all levels' should all be taken into account. However, such an approach would be very difficult to apply within the current cross-sector comparative survey, conducted on a large scale and involving a plethora of different types of organisation, including incorporated colleges, in-house employer training providers, small WBL businesses, Local Education Authority (LEA) adult education services, and voluntary and community organisations. The approach adopted for the survey was necessarily more limited.

The survey questionnaire used the FENTO management standards as the basis for descriptions of leadership and management activities. These standards were designed for managers operating at all levels within FE colleges. It was expected that they would resonate more strongly with FE staff than with their colleagues in WBL and ACL. However, in most cases respondents from all parts of the sector, and at all levels within general FE colleges, recognised the activities described in the FENTO management standards as 'important' or 'very important' in their current leadership and management roles.

There were also significant differences. ACL leaders and managers had much in common with their colleagues in colleges and WBL. College leaders and managers, in contrast, were significantly more concerned than their WBL colleagues with planning to achieve a vision, managing human resources, building productive working relationships and planning resource requirements. Within general FE colleges, chief executives and senior managers were much more concerned than

middle and supervisory managers with developing a vision, planning to achieve it, and managing change and continuous improvement.

Perhaps surprisingly, therefore, there were considerable similarities in the activities perceived to be important by leaders and managers working across the learning and skills sector and at different levels within general FE colleges. However there were also important differences, reflecting the diversity of leadership and management practices within different provider types and at different management levels.

Professional development and support needs

Leaders and managers across the sector regarded professional development as a low priority in 2002. In general, respondents prioritised few areas in which they felt professional development could help them improve their performance or deal more effectively with current management issues. However, the levels of self-assessed need, for both professional development to improve performance and support to deal effectively with current management issues, varied significantly between leaders and managers within colleges, WBL and ACL, and also between respondents at different management levels within general FE colleges in 2002.

ACL leaders and managers emerged as having the greatest need for development and support across the widest range of management activities and current issues. ACL leaders' and managers' professional development needs focused on activities such as marketing, managing information and resources, inspections, budgets and accounts. College leaders and managers, in contrast, had significantly greater development and support needs than their WBL colleagues for health and safety, developing staff trust and morale, securing and maintaining resources, working with the Learning and Skills Council (LSC), and raising standards. WBL leaders and managers had significantly greater development and support needs than their college colleagues for strategic and operational planning, and developing new approaches to learning.

Within general FE colleges in 2002, executive and senior managers perceived they had significantly fewer professional development and support needs than middle and supervisory managers. However, leaders and managers from several management levels often prioritised the same areas for professional development and support. Professional development for 'Securing commitment to the vision' was prioritised by executive, senior and middle managers; 'Adopting reflective practice' by executive and senior managers; 'Dealing with conflict' by senior and middle managers; and 'Evaluating financial proposals' by middle and supervisory managers. Interestingly, leaders and managers at all levels within general FE colleges recognised that they needed more support to deal effectively with 'Maintaining morale and motivation in staff' and 'Making effective use of management information systems'.

Management qualifications and professional body membership

Respondents reported a wide range of views about the importance of nationally recognised management qualifications. There were also significant differences, both across the sector and within general FE colleges, in the number of staff holding formal management qualifications and full professional-body membership. Comparing the LSDA 2002 data with the FEDA 1997 data reveals how, within

general FE colleges, the views of leaders and managers about the importance of acquiring management qualifications have changed over the past five years.

In 2002, more than a third of all respondents across the sector held a management qualification. The Diploma in Management Studies (DMS) and the Certificate in Management Studies (CMS) were the management qualifications which leaders and managers in most parts of the sector were most likely to hold (10% and 7% of all respondents respectively), apart from WBL providers, where 9% of leaders and managers held a National Vocational Qualification (NVQ) Level 4 (management). In contrast, the Master of Business Administration (MBA) was the most highly rated qualification across the sector (53% of all respondents), followed by the DMS (37%) and the Master of Education (MEd) (management) (39%), again with the exception of WBL providers, where 44% of leaders and managers highly rated the NVQ Level 5 (management).

Within general FE colleges, leaders and managers at all levels were more qualified in 2002 than in 1997, with significant growth in qualifications acquisition occurring for most qualifications and at all levels of management.

- The proportion of chief executives and senior managers holding MBA qualifications grew significantly (by 19% and 4% respectively) from a low base between 1997 and 2002.

- The proportion of senior, middle and supervisory managers holding CMS qualifications, and the proportion of middle managers holding DMS qualifications, grew significantly (aggregate growth 19%) from a low base between 1997 and 2002.

- The proportion of middle and supervisory managers holding an NVQ Level 4 (management) qualification, and the proportion of senior managers holding an NVQ Level 5 (management) qualification, grew significantly (aggregate growth 13%) from a low base between 1997 and 2002.

In 2002, more respondents than not regarded the acquisition of nationally recognised management qualifications as important. However, there were significant differences in the views of leaders and managers in the different parts of the sector. The most significant differences of opinion were between leaders and managers in colleges and their colleagues in WBL. College respondents held the most divided views, although overall they were more were positive than not (40% thought this important or very important). WBL respondents were less divided and often much more positive than their college and ACL colleagues (53% thought this important or very important). ACL respondents were the most evenly spread between positive, negative and neutral views, although overall they were positive about the importance of acquiring management qualifications (45% thought this important or very important).

Within general FE colleges, the trend from 1997 to 2002 was towards managers regarding the acquisition of management qualifications as more important. However, support for the acquisition of management qualifications in both 1997 and 2002 varied among leaders and managers at different levels, but remained strongest among middle and supervisory managers. The largest single change was from 24%

in 1997 to 33% in 2002 of supervisory managers who regarded the acquisition of management qualifications as 'very important'. This was mirrored by the next largest change, from 31% in 1997 to 39% in 2002, of chief executives who regarded the acquisition of management qualifications as 'very unimportant'. In both 1997 and 2002 a minority of principals regarded the acquisition of nationally recognised management qualifications as important.

Across the sector in 2002 there were broad variations in leaders' and managers' membership of different types of professional body, both in terms of their current membership and how highly they rated these professional bodies. Relatively few respondents were full members of relevant professional bodies. Membership of specialist professional bodies (such as the Chartered Institute for Management Accountants) was most popular among leaders and managers in colleges (29%) and WBL (21%), whereas membership of education/training and development professional bodies (such as the Chartered Institute of Personnel and Development) was most popular in ACL (19%). However membership of management professional bodies (such as the Institute of Management) was most highly rated across the sector, by around 50% of respondents.

These research findings reveal significant differences in the management qualifications held and rated by leaders and managers across the sector in 2002, and also the professional bodies they belonged to and rated highly. They also remind us that leaders and managers across the sector and at different levels of management hold a wide range of views on the importance of acquiring nationally recognised management qualifications.

Helpful and priority future professional development activities

Leaders and managers across the sector have contributed their time to a wide range of traditional and innovative professional development activities in 2002, and they planned to do so again in the future. Fewer significant differences between the professional development activities preferred by leaders and managers in colleges, WBL and ACL were found than between the activities preferred by general FE college leaders and managers at different levels. It is worth noting that at all levels of college management, visits and exchanges were found significantly less helpful or less of a priority in 2002 than in 1997. Also, given the apparent gap between the range of management activities which senior and middle management college managers reported (in Section 3), the fact that middle managers regarded most professional development activities as less of a priority in 2002 than in 1997 gives cause for concern.

Obstacles to and opportunities for professional development

The research findings reveal that lack of time remains the most significant barrier to leaders' and managers' engagement with professional development. In contrast, the least significant obstacle was lack of organisational encouragement and support. It is also clear that within general FE colleges, respondents perceived fewer obstacles to their professional development in 2002 than in 1997. Yet common sense suggests that the most effective form of support would be for leaders and managers to have enough time to engage in professional development activities. Without an adequate investment of time the benefits of professional development – for the individual and

the organisation – cannot be fully realised, and the impact of other forms of organisational support is greatly reduced.

Implications and recommendations for the Leadership College

Addressing these challenges will require the rapid development of a new understanding of the nature of leadership and management in the sector, new frameworks for initial and continuing professional development, and new approaches to access, delivery and evaluation. The College's approach should be based on broadly defined standards for leadership and management performance and development (including tasks, skills, knowledge and attributes in context) at all levels and all parts of the post-compulsory learning sector. In concert with the rest of *Success for all*, the focus must be on improving learner outcomes and provider effectiveness if the College is to achieve the desired step-change in the leadership and management of post-compulsory learning.

The Leadership College should therefore consider:

- researching the diversity of leadership and management tasks, skills, knowledge and attributes to inform the design of relevant, responsive and accessible professional development opportunities for leaders and managers in all parts of the post-compulsory learning sector

- working with colleges to improve development opportunities for women leaders and managers (in particular to progress successfully from middle to senior management positions), and also to tackle the poor representation of ethnic minority staff at all levels of management

- addressing the historical deficit in leadership and management development opportunities for ACL leaders and managers by making appropriate professional development programmes available as soon as possible

- targeting initial and continuing professional development opportunities at supervisory and middle managers, and offering continuing professional development opportunities tailored for leaders and managers with substantial management experience at all levels

- focusing research and development resources on the development of the approaches to leadership and management that have been shown to be most effective in improving learner outcomes and college effectiveness.

1 Introduction

In 2002 LSDA conducted a national survey of the development of leadership and management in English further education (FE) colleges, work-based learning (WBL) providers and adult and community learning (ACL) organisations. Almost 2000 practising leaders and managers from all parts of the English post-compulsory learning sector returned completed questionnaires. This report presents our findings. It illuminates leaders' and managers' views about what they do and where they need to improve their practice; which management qualifications they hold and which ones they rate highly; the professional development activities they have found most helpful; and how these things have changed over time. The report concludes by outlining implications and recommendations for the new Leadership College.

Research into the development of leadership and management in post-compulsory learning is not new (see, for example, Briggs 2002; Lumby 1997a, 1997b; Simkins and Lumby 2002), but attention to the contribution of leadership and management to improving learner outcomes and provider effectiveness has grown in recent years (Hay Group 2002; Horsfall 2001). The Common Inspection Framework (CIF) for inspecting individual post-16 education and training providers (ALI/OFSTED 2001), introduced in April 2001 to fulfil the evaluation requirements of the Learning and Skills Act 2000, has provided a major impetus. It placed leadership and management at the heart of statutory judgements about providers' standards and quality of provision by asking 'How effective are leadership and management in raising achievement and supporting all learners?' as one of the seven key questions guiding the inspection process.

Management skills were the focus of two recent research papers commissioned for the National Skills Task Force, both of which reveal the need for further research in this area. Johnson and Winterton (1999) noted systemic change in management roles and skills and also significant management skills shortages and gaps in several sectors, and offered projections forecasting considerable growth in both general and specialist management jobs in the future. And Bosworth (1999) found that managers in the UK were not as highly educated or trained as comparable occupational groups or managers in other countries, and he reported 'some evidence of skill shortages in a numerical sense, but more clear evidence of skill deficiencies, and an unknown, but likely large latent skills deficiency' (Bosworth 1999, page v). Campbell (2001, 2002) has also recognised that relatively little is known about the quality of management and its impact on organisational performance.

Among other things, the research findings presented here show that professional development and the acquisition of qualifications by leaders and managers in general FE colleges is on the increase (see Section 5). This amplifies earlier research that revealed: '...the number of colleges developing only a minority of their managers had dropped from 1994–95 to 1996–96, and conversely the number developing the majority had increased' (Lumby 1997a, page 350). However, much of this growth was concentrated at senior and middle management levels, with first-line managers remaining less likely to be involved. There were also a significant number of colleges where only a minority of managers undertake development activities (Lumby 1997a, 1997b).

This report focuses on leadership and management development, which we understand to include skills, knowledge, understanding and personal attributes. Leadership and management, and their development for effective individual, team and organisational performance, are at the heart of the government's workforce development strategy for reforming further education and training (DfES 2002). A key element in the strategy is the launch of the new Leadership College for the post-compulsory learning sector in 2003, modelled on the National College for School Leadership and the National Health Service Leadership Centre. The Leadership College will provide professional development programmes and qualifications for leaders and managers at all levels and in all parts of the post-compulsory learning sector. It will also undertake related research, tackle barriers to equality and diversity, and address the current leadership and management succession crisis in parts of the sector.

A recent study commissioned by the Department for Education and Skills into leadership and management in colleges and WBL found strong support for the Leadership College (PWC 2002). Leaders and managers participating in the study thought the College should offer 'blended learning' opportunities catering for leaders, aspiring leaders and managers at all levels and in all parts of the sector. Few (14%) of the qualifications held by the almost 300 interviewees had a 'managerial' element, providing evidence of the low levels of accredited management development in the sector. The study also found that 60% of college and WBL leaders were due to retire by 2007, confirming concerns raised elsewhere about the succession crisis in college leadership (*The Guardian*, 3 January 2003).

Developing strategies for tackling the succession crisis is one of the key tasks for the College. Recent research within colleges has exposed significant gaps in current and forecast leadership and management skills levels (FENTO 2001; Maginn and Williams 2002). More than 11% of vacancies for senior managers in 2001/02 either did not recruit or had been filled by a person with a significant skills weakness during this period. Two-thirds of colleges reported difficulties in recruiting managers with cross-college roles, and around half reported difficulties recruiting heads of department and programme/course leaders. The Further Education National Training Organisation (FENTO 2002) also identified important skills gaps in the management of information and learning technology, performance management, generic management and financial management. Leadership and management recruitment difficulties leading to skills gaps in colleges were found to be growing in both general and specialist management roles. The Association of Colleges' staffing survey conducted in 2000 (AoC 2001) found that difficulties recruiting to management posts were felt particularly strongly in the south east and east of England, and resulted largely from colleges offering lower salaries and less attractive work packages than other sectors.

The generally ageing profile of college leaders and managers in post compounds these recruitment difficulties. The LSDA survey found that more than 42% of responding college leaders and managers at all levels were 50 years old or more (up from 23% in 1997; see Table 3, page 14). The age of the workforce could become a significant factor affecting the Leadership College's ability to tackle growing skills gaps and skills shortages in the sector through accredited professional development initiatives. The OECD has found that 'incentives to invest in formal education diminish at an increasingly rapid rate as a function of age' (OECD 2001, page 14),

through a combination of significantly higher opportunity costs in foregone earnings for older workers and a shorter remaining working life in which to enjoy the benefits. Recent research (Salo 2002, citing Wren 1999) also suggests that principals with more years of service display fewer adaptable leadership styles than their less experienced colleagues. Long-serving college leaders and managers therefore may not be as inclined as their recently appointed colleagues to take up formal qualifications offered through the Leadership College.

Aside from developing professional development programmes to meet the needs of leaders and managers across parts of the sector, one of the key tasks for the College will be to disseminate the good practice in leadership and management that does exist throughout the sector. Recent research by the Hay Group (2002), comparing college leaders with those in the private sector, suggested that the best that education has to offer is equal to the best in private industry. The most successful college principals, identified as those leading Beacon colleges, were found by the study to be self-aware, flexible and adaptable, with personal conviction and self-determination at least as important as resources, policy constraints or cultural factors in shaping their success. The quality of leadership and management, however, is uneven across the sector as a whole. Half of work-based learning providers, for example, were judged to have inadequate leadership and management in inspections conducted by the Adult Learning Inspectorate in 2001/02 (ALI 2002), and nearly a quarter of general FE and tertiary colleges inspected by the Office for Standards in Education in the same period were judged to have less than satisfactory leadership and management (OFSTED 2003). While much current practice is commendable, problem areas remain.

Another major area of work for the Leadership College will be to address the diversity agenda for college leaders and managers, helping providers to develop a proactive approach to tackling ethnic and gender imbalances. A recent AoC recruitment and retention survey (AoC 2001) found that women made up the majority of college staff in 'all categories apart from management, although the management category only made up 8% of all staff in responding colleges' (page 12). The Commission for Black Staff in Further Education (2002) reported that in 2001/02, although 7% of all college staff were black, only 3% of college managers and 1% of all principals were. The Commission has recommended that the Director of the Leadership College should 'embed best race equality practice in all its activities and ensure that its programmes equip participants to manage diversity in the learning and skills sector' (page 82).

The Leadership College has a challenging agenda for meeting the needs of leaders and managers working at all levels across a diverse and rapidly changing sector. Research evidence informing policy development in this area, however, tends to focus on the experience of colleges rather than WBL and ACL providers. Even within colleges, little is known about how leadership and management practices, development and qualifications have changed over time. What are the characteristics of leaders and managers of post-compulsory learning in the different parts of the sector and at different management levels? What tasks do leaders and managers perform, what qualifications do they hold, and which skills do they still need to develop? How widespread is the succession crisis, and also ethnic and gender inequalities, among leaders and managers? Have things improved or become worse over time?

These concerns were shaped into the following core research questions addressed by the study.

- Who are the leaders and managers of post-compulsory learning?
- How relevant are the FENTO management standards to leaders and managers in colleges, WBL and ACL?
- Which management qualifications do leaders and managers hold and which ones do they rate highly?
- How important to them is the acquisition of nationally recognised management qualifications?
- In which areas do they require professional development and support?
- Which professional development activities have they found most helpful?
- What are the implications for the Leadership College?

This report provides answers to these questions by comparing the views of leaders and managers in colleges, WBL and ACL, and also (where possible) comparing the views of leaders and managers in general FE colleges in 1997 and 2002. It starts by describing the LSDA leadership and management development survey conducted in 2002 and the profile of the respondent leaders and managers. The report then considers the leadership and management activities undertaken across the sector, and the professional development and support leaders and managers feel they need to perform more effectively. The management qualifications respondents held and also those they rated highly are then discussed, together with the professional bodies they belong to and rate highly. Leaders' and managers' views on the importance of acquiring nationally recognised management qualifications are also discussed. Finally, professional development activities found helpful by leaders and managers are discussed, together with the constraints they face in accessing professional development opportunities. The report concludes by drawing together the main implications of the research evidence, and provides recommendations to inform the early work of the new Leadership College.

2 The survey and respondents

In June 2002 the LSDA Survey Research Unit (SRU) distributed 22,000 questionnaires to English colleges, work-based learning (WBL) providers and adult and community learning (ACL) providers. The questionnaires were sent (in batches of five, 10, 20 or 40, depending on size) for internal redistribution by each provider organisation to leaders and managers at all levels. Several providers requested more questionnaires, and 135 providers also requested organisational benchmarking reports (for which a minimum of five completed questionnaires was required). Almost 2000 completed questionnaires were received at LSDA in July 2002, from managers working at all levels across the sector. Statistical analysis was conducted by the SRU and focused on comparing similarities and differences in the data from providers in the different parts of the sector, also in data collected from colleges during a similar survey in 1997, the FEDA 'Flagship' survey to which more than 3000 managers responded.

Table 1 Overall survey respondents

Types of provider	*Respondents*	*Percentage*
Further education	1316	67%
Work-based learning	422	22%
Adult and community learning	215	11%
Totals	1953	100%

In 2002 most respondents worked in middle and senior management positions in large general FE colleges (57%), private training providers (15%) or local education authority adult education services (9%). More than half (1084) were leaders and managers in general FE colleges (representing 83% of all college responses), which allows comparative analyses to be made with the 3033 leaders and managers in English general FE colleges who responded to the FEDA 'Flagship' survey in 1997.

Table 2 General FE college respondents in 1997 and 2002, by management level

	1997	*2002*	*Total*
Principal	56	31	87
Senior	413	289	702
Middle	1375	600	1975
Supervisory	686	125	811
Other	300	16	316
Not known	203	23	226
Total	3033	1084	4117

In 2002 more than 80% of all responses from across the sector came from leaders and managers working in organisations with more than 500 registered learners, predominantly general FE colleges and LEA adult education services. Responses from the 422 leaders and managers in WBL came from a much wider range of organisations, from those with 1–100 registered learners (more than 25%) to those with more than 500 registered learners (more than 25%).

Figure 1 Current level of post, all respondents in 2002

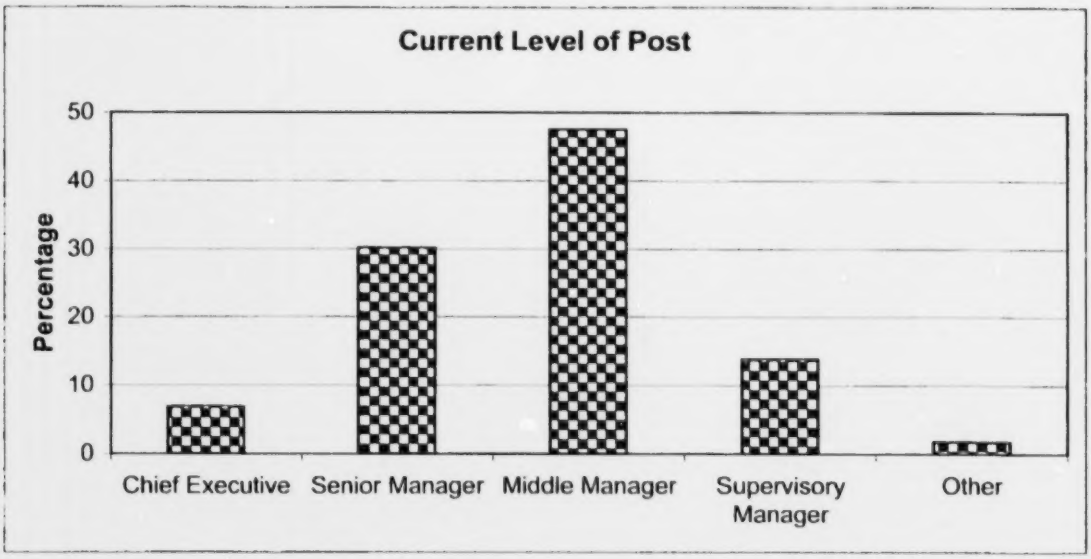
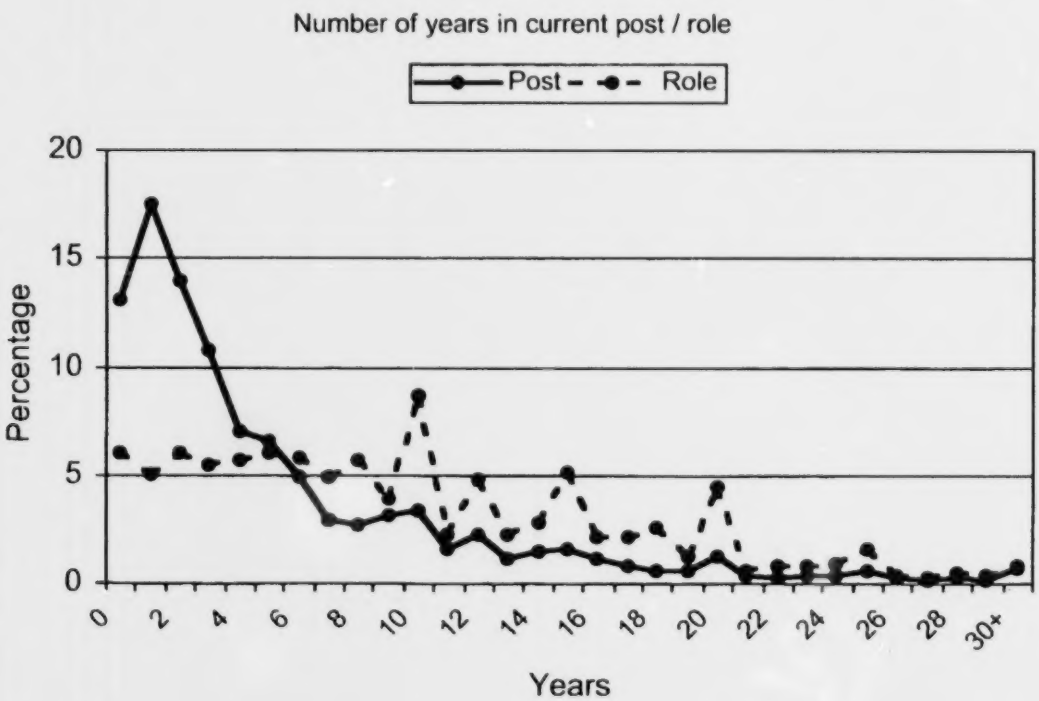
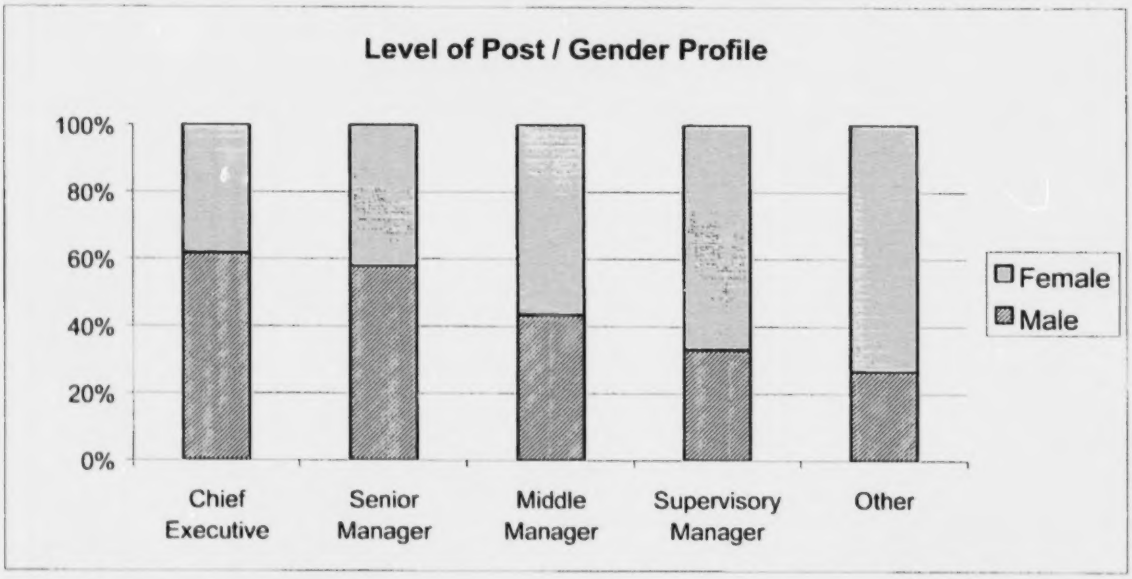


Figure 2 Leaders' and managers' profiles, all respondents in 2002



The 2002 survey respondents in colleges, WBL and ACL were mostly middle and senior managers with considerable management experience, most of whom had only recently been appointed to their current post. More than three-quarters worked in middle or senior management positions and half had between 1 and 10 staff reporting to them. Half had been there for less than three years, although a greater proportion had been in management roles for much longer than this (see Figure 2). Eighty per cent of respondents were over 41 years old and more than half were female, yet female managers were much less likely to be found in senior management and executive positions than in supervisory and middle management posts. Only 3% of survey respondents were of African, Indian, Pakistani or Chinese descent.

Figure 3 Level of post and gender profile, all respondents in 2002



The demographic and occupational profile of leaders and managers in English general FE colleges changed little between 1997 and 2002. There was no real improvement in the proportion of managers from ethnic minority backgrounds. There were only slightly more female managers in 2002 than in 1997, but these continued to be concentrated in supervisory and middle management roles. These findings are broadly in line with a recent survey of directors of human resources in FE colleges commissioned by the Association of Colleges in 2000 (AoC 2001), which found that while women accounted for 61% of the overall college workforce they comprised only 46% of college managers.

Table 3 English general FE college leaders and managers in 1997 and 2002

	1997	*2002*
50+ years (%)	23.6	42.7
White (%)	97.2	97.3
Male (%)	52.7	50.4
Years in current post (mean)	5.1	5.5
Years in management (mean)	8.5	9.9

Within general FE colleges, the most significant difference was the considerably older leadership and management workforce in 2002 than 1997. This change affected all levels of management with the possible exception of chief executives (for whom sufficient data was not available for this area). At each management level, the proportion of leaders and managers aged between 31–50 fell while those aged over 50 grew significantly – by 22% for senior managers, 17% for middle managers and 16% for supervisory managers. Otherwise there was little change in the gender, ethnicity and management experience of leaders and managers between 1997 and 2002.

Table 4 General FE colleges, age by management level in 1997 and 2002

	1997	*2002*
Senior managers	*(n = 410)*	*(n = 286)*
21–30 years	0.5%	0.0%
31–40 years	18.8%	10.8%
41–50 years	53.2%	39.5%
over 50 years	27.6%	49.7%
Middle managers	*(n = 1364)*	*(n= 595)*
21–30 years	2.1%	3.0%
31–40 years	21.6%	17.8%
41–50 years	53.0%	39.0%
over 50 years	23.4%	40.2%
Supervisory managers	*(n = 680)*	*(n = 125)*
21–30 years	3.7%	4.0%
31–40 years	24.7%	20.0%
41–50 years	50.9%	39.2%
over 50 years	20.7%	36.8%

The occupational and demographic characteristics of the 2002 survey respondents suggest that leaders and senior managers in post-compulsory learning remain predominantly white, middle-aged and male. The diminishing involvement of women in the journey from supervisory and middle management to senior and executive management suggests there are still significant barriers to their career progression. The proportion of leaders and managers from ethnic minorities continues to be unrepresentative of overall staff levels within the sector and the community at large. Respondents' brief management career histories provide compelling evidence of substantial management experience gained within constantly changing management structures.

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3 Current leadership and management activities

Creating concise descriptions of the complex roles, responsibilities and relationships of leaders and managers is notoriously difficult. Reflecting on the environment for management within colleges, Briggs (2002) is right to say that 'the formal context of management structures and styles, mediated by the attitudes, perceptions and expectations of staff at all levels' should all be taken into account. However, such an approach would be very difficult to apply within the current, cross-sector, comparative survey, conducted on a large scale and involving a plethora of different organisational types including incorporated colleges, in-house employer training providers, small WBL businesses, LEA adult education services, and voluntary and community organisations. The approach adopted for the survey was necessarily more limited.

The survey questionnaire used the FENTO management standards as the basis for descriptions of leadership and management activities (see Appendix B, Questionnaire Q1). These standards were designed for managers operating at all levels within FE colleges. It was therefore expected that they would resonate more strongly with FE staff than with their colleagues in WLB and ACL. However, in most cases respondents from all parts of the sector, and at all levels within general FE colleges, recognised the activities described in the FENTO management standards as 'important' or 'very important' in their current leadership and management roles (see Appendix D, Figure 1).

Table 5 Importance of activities in current role, sector comparisons

Activities	*Colleges*	*WBL*	*ACL*	*Overall*
Developing a vision	1.58	1.66	1.60	1.60
Planning to achieve the vision	1.50	1.62	1.56	1.54
Managing change and continuous improvement	1.48	1.54	1.53	1.50
Developing and sustaining services for learners	1.67	1.71	1.63	1.68
Managing quality in the delivery of services	1.56	1.58	1.48	1.56
Managing human resources to support service provision	1.63	1.77	1.61	1.66
Managing and developing self and own performance	1.60	1.66	1.71	1.63
Maintaining and developing team and individual performance	1.46	1.51	1.51	1.48
Building and maintaining productive working relationships	1.44	1.58	1.53	1.48
Planning resource requirements	1.84	2.02	1.90	1.88
Managing finance	2.04	2.09	2.06	2.05
Managing physical resources	2.14	2.13	2.08	2.13

Key: 1 = high importance, 5 = low importance; mean scores

The overall means reveal the following three most important activities for leaders and managers across the sector as a whole:

- Maintaining and developing team and individual performance
- Building and maintaining productive working relationships
- Managing change and continuous improvement.

There were no significant differences between either responses from colleges and ACL providers, or between responses from WBL and ACL providers. However, the

following activities were significantly more important to leaders and managers in colleges than their WBL colleagues:

- Planning to achieve the vision
- Managing human resources to support the provision of services
- Building and maintaining productive working relationships
- Planning resource requirements.

Among general FE college leaders and managers, all the FENTO management standards were rated as important or very important at all management levels. However, leaders and managers at different levels found aspects of the standards of greater or lesser relevance, reflecting different emphases in their task and skills mix. To illustrate this, the three most highly rated activities for leaders and managers at different levels have been ranked in Table 6.

Table 6 Most important activities in current role, general FE colleges

Chief executives	1	Developing a vision
	2	Planning to achieve the vision
	3	Managing change and continuous improvement
Senior managers	1	Managing change and continuous improvement
	2	Planning to achieve the vision
	3	Developing a vision
Middle managers	1	Building and maintaining productive working relationships
	2	Managing and developing team and individual performance
	3	Managing quality in the delivery of services
Supervisory managers	1	Building and maintaining productive working relationships
	2	Managing and developing team and individual performance
	3	Managing a developing self and own performance.

A simple distinction may be drawn between the most relevant activities for executive and senior managers and for middle and supervisory managers. Chief executives and senior managers were much more involved than middle and supervisory managers with developing a vision, planning to achieve the vision and managing change and continuous improvement. Middle and supervisory managers, in contrast, recognised the greater importance of developing productive working relationships and managing and developing performance as their key management tasks. These activities, as described in the FENTO management standards, encompass the need to secure a commitment to vision that requires the 'people skills' identified by the Hay Group (2002) as so significant in their study of effective leadership. Chief executives and senior managers appear to see the significance of positive working relationships in a strategic context. Middle and supervisory managers, in contrast, recognise the greater importance of developing productive working relationships and managing and developing performance as an important aspect of their operational management tasks. They do not appear to appreciate fully the importance of strategic practice in their own management roles.

The FENTO management standards were designed to appy to college managers at all levels, and they were recognised by respondent leaders and managers at all levels. However, executive and senior managers found them more relevant than middle and supervisory managers. The only exceptions to this were the following examples of activities which college managers at all levels recognised as highly relevant:

- Managing quality in the delivery of services
- Managing and developing staff and own performance
- Maintaining and developing team and individual performance
- Building and maintaining productive working relationships.

The activities described in the FENTO management standards did resonate with leaders and managers across different provider types (FE, WBL and ACL) and also among leaders and managers at different management levels within general FE colleges. That said, there were significant differences in how important these activities were to leaders and managers working in these different contexts. ACL leaders and managers had much in common with their colleagues in colleges and WBL. College leaders and managers, in contrast, were significantly more concerned than their WBL colleagues with planning to achieve a vision, managing human resources, building productive working relationships and planning resource requirements. Within general FE colleges, chief executives and senior managers were much more concerned than middle and supervisory managers with developing a vision, planning to achieve it, and managing change and continuous improvement.

Perhaps surprisingly, therefore, there were considerable similarities in the activities perceived as important by leaders and managers working across the learning and skills sector and at different levels within general FE colleges. However there were also important differences, reflecting the diversity of leadership and management practices within different provider types and at different management levels.

4 Professional development and support needs

Leaders and managers across the sector regarded professional development as a low priority in 2002. In general, respondents prioritised few areas in which they felt professional development could help them improve their performance or deal more effectively with current management issues. However, the levels of self-assessed need, for both professional development to improve performance and support to deal effectively with current management issues, varied significantly between leaders and managers within colleges, WBL and ACL, and also between respondents at different management levels within general FE colleges in 2002 (see Appendix B, Questionnaire Q2; Appendix C, Table 2; and Appendix D, Figures 2a and 2b).

The three most important activities – all rather weak – for which leaders and managers across the sector felt they needed professional development to improve their performance may be ranked as follows:

1 Securing commitment to the vision
2 Dealing with conflict
3 Evaluating financial proposals.

However, leaders and managers in FE, WBL and ACL provided significantly different responses regarding the importance of different areas for professional development.

- ACL leaders and managers generally perceived greater development needs across a wider range of management activities than their college and WBL colleagues, whose development needs were significantly greater in only a few areas.

- College leaders and managers perceived significantly greater development needs than their WBL colleagues for 'Sustaining a safe, clean and healthy working environment', 'Developing mutual trust and respect', 'Securing resources to meet plans' and 'Developing and maintaining resources'.

- WBL leaders and managers perceived significantly greater development needs than their college colleagues for 'Preparing an operational plan that incorporates strategic vision'.

- College and WBL leaders and managers perceived significantly fewer development needs than their ACL colleagues for 'Managing service delivery', 'Contributing to marketing and promotional activity', 'Managing information' and 'Monitoring the use of resources'.

Within general FE colleges, middle and supervisory managers were generally more likely to feel they needed professional development than their executive and senior colleagues. The most highly rated areas for professional development also varied significantly at different management levels.

Table 7 Professional development areas most highly rated, general FE colleges

Chief executives	1 Securing commitment to the vision 2 Adopting reflective practice 3 Analysing the environment
Senior managers	1 Dealing with conflict 2 Adopting reflective practice 3 Securing commitment to the vision
Middle managers	1 Evaluating financial proposals 2 Dealing with conflict 3 Securing commitment to the vision
Supervisory managers	1 Evaluating financial proposals 2 Monitoring activities to meet income targets 3 Controlling activities to meet targets

There was a clear distinction between the lower development needs rated by executive and senior managers and the greater development needs rated by middle and supervisory managers. This pattern resulted in significant differences between executive and senior managers needing little development and middle and supervisory managers needing more development to improve their performance in the following activities:

- Developing a vision
- Planning to achieve the vision
- Managing change and continuous improvement
- Developing and sustaining services for learners
- Planning resource requirements
- Managing finance.

Questionnaire respondents were also asked to rate how strongly they needed support for dealing effectively with a range of current management issues (see Appendix B, Questionnaire Q4; Appendix C, Table 3; Appendix D, Figure 4). These issues received slightly higher ratings – although also generally quite low – compared with the professional development needs identified in relation to the FENTO management standards (above).

Respondents felt they needed only modest levels of support to deal effectively with most of the current management issues listed on the questionnaire (see Appendix B, Questionnaire Q4). The current issues for which leaders and managers across the sector required most support may be ranked as follows:

1 Making effective use of management information systems
2 Dealing with inspection
3 Promoting excellence
4 Maintaining morale and motivation in staff.

However, there were significant differences in the levels of support leaders and managers in colleges, WBL and ACL felt they needed to deal effectively with the following current issues.

- ACL leaders and managers generally required significantly more support across a wider range of current issues than college and WBL managers, whose support needs focused on a few key issues.

- College leaders and managers required significantly more support than WBL leaders and managers for 'Developing effective relationships with national/local LSCs', 'Leading teams to raise standards' and 'Maintaining morale and motivation in staff'.

- WBL leaders and managers required significantly more support than college leaders and managers for 'Business development' and 'Developing new learning approaches'.

- College and WBL leaders and managers required significantly less support than ACL leaders and managers for 'Dealing with inspection', 'Making effective use of management information systems' and 'Managing budgets and reading management accounts'.

Within general FE colleges, most respondents felt they needed some support to deal effectively with most current issues. Supervisory and middle managers needed more support than principals and senior managers. Despite this general difference, there is remarkable consistency in the current issues for which leaders and managers at all levels felt they needed most support. Two issues stand out because they were prioritised by leaders and managers at all levels in general FE colleges:

- Maintaining morale and motivation in staff
- Making effective use of management information systems.

In addition to these, the other significant differences were chief executives prioritising 'Maintaining and improving quality', senior managers prioritising 'Promoting excellence', and middle and supervisory managers prioritising 'Dealing with inspection'.

Although perceived by respondents generally to be of quite low importance, the levels of self-assessed need for both professional development to improve management performance and support to deal effectively with current management issues therefore varied between different provider types (colleges, WBL and ACL) and between different management levels within general FE colleges. ACL leaders and managers emerged as having the greatest needs for development and support across the widest range of management activities and current issues. ACL leaders' and managers' professional development needs focused on activities such as marketing, managing information and resources, inspections, budgets and accounts. College leaders and managers, in contrast, had significantly greater development and support needs than their WBL colleagues for health and safety, developing staff trust and morale, securing and maintaining resources, working with the LSC, and raising standards. WBL leaders and managers had significantly greater development and support needs than their college colleagues for strategic and operational planning, and developing new approaches to learning.

Within general FE colleges in 2002, executive and senior managers perceived they had significantly fewer professional development and support needs than middle and

supervisory managers. However, leaders and managers from several management levels often prioritised the same areas for professional development and support. Professional development for 'Securing commitment to the vision' was prioritised by executive, senior and middle managers; 'Adopting reflective practice' by executive and senior managers; 'Dealing with conflict' by senior and middle managers; and 'Evaluating financial proposals' by middle and supervisory managers. Interestingly, general FE college leaders and managers at all levels needed support to deal effectively with 'Maintaining morale and motivation in staff' and 'Making effective use of management information systems'.

The research findings on professional development needs reflect the similarities and differences in the tasks and skills of leaders and managers in different parts of the sector and at various levels in general FE colleges. Leaders and managers across the sector generally regarded professional development as a low priority. ACL leaders and managers emerge from the research with greater professional development and support needs than their colleagues in colleges and WBL. Significant differences were also found between leaders and managers in colleges and WBL with regard to the particular areas and issues in which they felt professional development could improve their performance. The research findings serve to remind us that simple categorisations of professional development and support needs based on provider and manager 'types' obscure a far more complex reality.

5 Management qualifications and professional body membership

Respondents reported a wide range of views about the importance of nationally recognised management qualifications. There were also significant differences, both across the sector and within general FE colleges, in the number of staff holding formal management qualifications and full professional body membership. Comparing the LSDA 2002 data with the FEDA 1997 data reveals how, within general FE colleges, the views of leaders and managers about the importance of acquiring management qualifications have changed over the past five years.

Management qualifications

In 2002 more than one-third of all respondents across the sector held a management qualification. The Diploma in Management Studies (DMS) and the Certificate in Management Studies (CMS) were the management qualifications which leaders and managers in most parts of the sector were most likely to hold (10% and 7% of all respondents respectively) apart from WBL providers, where 9% of leaders and managers held a National Vocational Qualification (NVQ) Level 4 (management). In contrast, the Master of Business Administration (MBA) was the most highly rated qualification across the sector (53% of all respondents), followed by the DMS (37%) and the Master of Education (MEd) (management) (39%), again with the exception of WBL providers where 44% of leaders and managers highly rated the NVQ Level 5 (management).

Table 8 Management qualifications held and highly rated, sector comparisons

	Colleges		*WBL*		*ACL*		*overall*	
%	*rated*	*held*	*rated*	*held*	*rated*	*held*	*rated*	*held*
NVQ4 (management)	15.3	5.4	42.7	9.5	18.1	1.9	21.5	5.9
NVQ5 (management)	23.3	4.0	43.8	3.8	21.9	2.8	27.5	3.8
CMS	17.2	6.6	25.6	9.2	27.4	6.5	20.1	7.2
DMS	36.2	10.8	38.4	8.8	41.4	5.6	37.2	9.8
MBA	55.1	5.6	48.8	3.1	46.0	2.3	52.7	4.7
MEd (management)	33.8	4.6	20.1	1.2	33.0	4.2	30.8	3.8
PhD/EdD (management)	26.7	0.8	31.8	0.2	27.0	0.0	27.8	0.6

College and WBL leaders and managers held significantly more management qualifications than their ACL colleagues. There were also significant differences in the types of management qualifications held and rated by leaders and managers in colleges, WBL and ACL.

- Significantly more WBL leaders and managers rated highly the NVQ Levels 4 and 5 (management) qualifications than their colleagues in colleges and ACL.
- Significantly more WBL leaders and managers held an NVQ Level 4 (management) qualification, and significantly fewer held MEd (management) qualifications, than their college and ACL colleagues.
- Significantly more college leaders and managers held an MBA qualification than their WBL and ACL colleagues.

- Significantly fewer ACL leaders and managers held a DMS qualification than their college and WBL colleagues.

Comparing these results with the FEDA survey in 1997 reveals that within general FE colleges, respondent leaders and managers at all levels were more qualified in 2002 than in 1997.

Table 9 Management qualifications held, general FE colleges

	Principal		*Senior*		*Middle*		*Supervisory*	
%	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*
NVQ4 (management)	2	3	2	3	3	6	3	9
NVQ5 (management)	0	0	2	6	3	4	2	4
CMS	0	3	2	6	3	7	2	9
DMS	9	13	10	14	7	11	5	6
MBA	4	23	7	11	4	4	2	2
MEd (management)	11	19	6	9	3	3	1	2
PhD/EdD (management)	2	7	1	1	0	1	1	1

More leaders and managers in general FE colleges held management qualifications in 2002 than in 1997, with significant growth in qualifications acquisition occurring for most qualifications and at all levels of management.

- The proportion of chief executives and senior managers holding MBA qualifications grew significantly (by 19% and 4% respectively) from a low base between 1997 and 2002.

- The proportion of senior, middle and supervisory managers holding CMS qualifications, and the proportion of middle managers holding DMS qualifications, grew significantly (aggregate growth 19%) from a low base between 1997 and 2002.

- The proportion of middle and supervisory managers holding an NVQ Level 4 (management) qualification, and the proportion of senior managers holding an NVQ Level 5 (management) qualification, grew significantly (aggregate growth 13%) from a low base between 1997 and 2002.

Despite the evident recent growth in management qualifications held by leaders and managers in general FE colleges, there has been a slight decline in the proportion of leaders and managers who highly rated management qualifications over the same period.

Table 10 Highly rated management qualifications, general FE colleges

	Principal		*Senior*		*Middle*		*Supervisory*	
%	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*
NVQ4 (management)	32	13	17	15	18	15	21	23
NVQ5 (management)	46	32	31	28	30	23	30	27
CMS	20	7	16	17	14	19	16	22
DMS	50	32	34	38	39	40	39	34
MBA	63	74	62	68	54	51	49	49
MEd (management)	39	52	32	37	36	35	35	29
PhD/EdD (management)	13	35	24	28	24	29	25	21

The proportion of leaders and managers who highly rated management qualifications fell slightly between 1997 and 2002, most notably among chief executives. Overall the MBA continued to be rated most highly by leaders and managers at all levels, but more so by executive and senior managers than by middle and supervisory managers.

- Significantly more chief executives (22%) and middle managers (5%) highly rated PhD/EdD (management) qualifications in 2002 than in 1997.

- Significantly fewer middle managers (7%) highly rated the NVQ Level 5 (management) qualification, but significantly more (5%) highly rated CMS qualifications in 2002 than in 1997.

Nationally recognised management qualifications

In 2002, more respondents than not regarded the acquisition of nationally recognised management qualifications as important. This general finding, however, obscures significant variations in the views of leaders and managers in the different parts of the sector.

Table 11 Importance of acquiring management qualifications, sector comparisons

%	*Colleges*	*WBL*	*ACL*
Very important	26.2	32.1	23.2
Important	18.8	21.3	21.8
Neutral	20.5	21.0	29.4
Unimportant	15.8	11.8	15.2
Very unimportant	18.7	13.8	10.4

The most significant differences of opinion were between leaders and managers in colleges and their colleagues in WBL. College respondents held the most divided views, although overall they were more positive than not (45% thought it important or very important). WBL respondents were less divided and often much more positive than their college and ACL colleagues (53% thought it important or very important). ACL respondents were the most evenly spread between positive, negative and neutral views, although overall they were positive about the importance of acquiring management qualifications (45% thought it important or very important).

Within general FE colleges, the general trend from 1997 to 2002 was towards managers regarding the acquisition of management qualifications as more important. However, in both 1997 and 2002, chief executives were significantly less likely to regard the acquisition of nationally recognised management qualifications as important than their colleagues. Middle and supervisory managers, in contrast, were much more likely to regard the acquisition of these qualifications as important in both years.

Table 12 Importance of acquiring management qualifications, general FE colleges

	Executive		*Senior*		*Middle*		*Supervisory*	
%	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*	*1997*	*2002*
	N=56	N=31	N=413	N=289	N=1375	N=600	N=686	N=125
Very important	11	13	26	28	25	27	24	33
Important	5	10	16	16	21	21	22	19
Neutral	24	19	20	20	25	20	25	23
Unimportant	29	19	16	16	11	15	14	17
Very unimportant	31	39	22	20	17	16	15	08

Support for the acquisition of management qualifications in both 1997 and 2002 varied among leaders and managers at different levels, but remained strongest among middle and supervisory managers. The largest single change was from 24% in 1997 to 33% in 2002 of supervisory managers who regarded the acquisition of management qualifications as 'very important'. This was mirrored by the next largest change, from 31% in 1997 to 39% in 2002, of chief executives who regarded the acquisition of management qualifications as 'very unimportant'. In both 1997 and 2002 a minority of principals regarded the acquisition of nationally recognised management qualifications as important.

Expanding the chief executives' sample to include all English college principals' responses to this question (ie from sixth-form, general and specialist colleges), it is interesting to note that, overall:

- principals without a management qualification regarded their acquisition as 'unimportant' in both 1997 and 2002 but
- principals with a management qualification regarded their acquisition as 'important' in 1997 but 'unimportant' in 2002.

This finding could be explained with reference to the growth in full postgraduate management qualifications held by principals in 2002, reducing their perceived need for further management qualifications. Or it may indicate a hardening of principals' views on the value of management qualifications for improving leadership and management performance. There is too little data to say either way.

Table 13 Management qualifications held, college principals

	1997		*2002*		*change*
	n = 18	*%*	*n = 24*	*%*	*%*
NVQ4 (management)	5	9.3	4	6.3	- 3.0
NVQ5 (management)	7	13.0	6	9.5	- 3.5
CMS	4	7.4	4	6.3	- 1.1
DMS	11	20.4	11	17.5	- 2.9
MBA	11	20.4	19	30.2	+ 9.8
MEd (management)	12	22.2	12	19.0	- 3.2
PhD (management)	4	7.4	7	11.1	+ 3.7
Total	54	100.0	63	100.0	

Note: only college principals holding management qualifications have been included.

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Professional body membership

Across the sector in 2002 there were broad variations in leaders' and managers' membership of different types of professional body, both in terms of their current membership and how highly they rated these professional bodies. Relatively few respondents were full members of relevant professional bodies. Membership of specialist professional bodies (such as the Chartered Institute for Management Accountants) was most popular among leaders and managers in colleges (29%) and WBL (21%), whereas membership of education/training and development professional bodies (such as the Chartered Institute of Personnel and Development) was most popular in ACL (19%). However membership of management professional bodies (such as the Institute of Management) was most highly rated across the sector, by around 50% of respondents.

Table 14 Professional body membership held and rated, sector comparisons

	Colleges		*WBL*		*ACL*	
%	*Held*	*Rated*	*Held*	*Rated*	*Held*	*Rated*
Management	10	50	11	57	6	45
Specialist	29	43	21	50	8	31
Education/training	13	35	12	49	19	44

There were significant differences in professional body membership and how they were rated across the sector.

- Significantly more leaders and managers in colleges belonged to specialist professional bodies, than their colleagues in ACL.

- Significantly more WBL leaders and managers highly rated management professional bodies and specialist professional bodies than their colleagues in ACL.

- Significantly fewer college leaders and managers highly rated education/training and development professional bodies than their colleagues in WBL.

Within general FE colleges in 2002, significantly more chief executives and senior managers belonged to management professional bodies than their middle and supervisory management colleagues. Senior managers also rated specialist professional bodies significantly more highly than middle and supervisory managers.

Table 15 Professional body membership, general FE colleges

	Principal		*Senior*		*Middle*		*Supervisory*	
%	*Held*	*Rated*	*Held*	*Rated*	*Held*	*Rated*	*Held*	*Rated*
Management	23	65	16	49	09	53	04	52
Specialist	42	52	32	54	30	41	21	38
Education/training	23	35	13	33	12	36	13	38

These research findings reveal significant differences in the management qualifications held and rated by leaders and managers across the sector in 2002, and also the professional bodies they belonged to and rated highly. They also remind us that leaders and managers across the sector and at different levels of

management hold a wide range of different views on the importance of acquiring nationally recognised management qualifications.

6 Helpful and priority future professional development activities

Leaders and managers across the sector reported engagement to varying degrees in a wide range of professional development activities. Some activities were reported to be more helpful than others and also a greater priority for their future professional development. The activities to which respondents devoted most time (more than 5 days in the past 12 months) were as follows (see Appendix C, Table 4; Appendix D, Figures 3a and 3b):

- learning through experience (79%, and two-thirds found this helpful)
- planned project work (54%, but less than half found this helpful)
- one-day seminars and workshops (46%, and two-thirds found this helpful).

The top three activities respondents prioritised for their future professional development were as follows (see Appendix C, Table 4):

- one-day seminar(s) or workshop(s) away from the organisation (44.2%)
- working with computer-based training materials at your own pace (32.7%)
- visits/exchanges (32.6%).

The few significant differences between leaders and managers in colleges, WBL and ACL in this area may be summarised as follows.

- WBL leaders and managers were significantly more likely than their college colleagues to regard job shadowing and planned project work helpful.

- College and ACL leaders and managers were significantly less likely than their WBL colleagues to regard working with paper materials at their own pace helpful.

- College leaders and managers were significantly more likely to prioritise secondments and placements with other organisations for their future professional development.

Within general FE colleges in 2002, leaders and managers at different levels proritised different activities for their future professional development.

Table 16 Future priority professional development activities, general FE colleges

Principals	1	1-day seminars or workshops (50%)
	2	Going on short courses (2–5 days) (38%)
	3	Job shadowing (38%)
Senior managers	1	Working with computer-based training materials (55%)
	2	Working with paper-based training materials (39%)
	3	Job shadowing (36%)
Middle managers	1	Working with computer-based training materials (43%)
	2	Learning through experience (36%)
	3	Secondments/placements elsewhere (35%)
Supervisory managers	1	Secondments/placements elsewhere (39%)
	2	Working with paper-based training materials (38%)
	3	Working with computer-based training materials (37%)

Leaders and managers at all levels in general FE colleges regarded visits and exchanges as much less helpful or much less of a priority for future professional development in 2002 than in 1997. Apart from this similarity, quite a mixed picture of change among leaders and managers at different levels emerges.

- Chief executives found planned project work, distance learning over a network and long-term, part-time courses all significantly more helpful in 2002 than in 1997.

- Senior managers found learning through experience, job shadowing, secondments, planned project work, self-study packs and distance learning over a network all significantly more helpful in 2002 than in 1997, but regarded working with computer-based materials as significantly less of a priority for the future.

- Middle managers found job shadowing, secondments, self-study packs, and distance learning over a network all significantly more helpful (but one-day seminars less helpful) in 2002 than 1997, but they regarded all types of development activity as a significantly lower priority for the future apart from learning through experience, planned project work, self-study packs, distance learning over a network and long-term, part-time courses.

- Supervisory managers found job shadowing, secondments, working with paper-based materials, distance learning over a network and long-term, part-time courses significantly more helpful in 2002 than 1997, and regarded distance learning over a network as a significantly greater priority for the future (but one-day seminars and short courses less of a priority).

These research findings reveal that leaders and managers across the sector have contributed their time to a wide range of traditional and innovative professional development activities in 2002, and that they planned to do so again in the future. Fewer significant differences between the professional development activities preferred by leaders and managers in colleges, WBL and ACL were found than between the activities preferred by general FE college leaders and managers at different levels. It is worth noting that at all levels of college management, visits and exchanges were found significantly less helpful or less of a priority for the future in 2002 than in 1997. Also, given the apparent gap between the range of management activities which senior and middle college managers prioritised (see Section 3), the fact that middle managers regarded most professional development activities as less of a priority in 2002 than in 1997 gives cause for concern.

7 Obstacles to and opportunities for professional development

Constraints

Leaders and managers across the sector reported a number of constraints on their ability to engage in professional development activities. The most significant of these was – unsurprisingly – lack of time to devote to development activities. By contrast, the least significant obstacle was lack of encouragement or support from their organisation. The research findings suggest that ACL leaders and managers faced greater obstacles than their colleagues in colleges and WBL (see Appendix B, Questionnaire Q8; Appendix D, Figure 5).

Table 17 Constraints on engaging in professional development, sector comparisons

	College	*WBL*	*ACL*	*Overall*
Lack of time for development activities	1.64	1.94	1.55	1.69
Lack of rewards for achievement	3.07	3.43	2.92	3.13
Lack of knowledge of opportunities	3.36	3.25	2.99	3.29
Lack of knowledge of weak performance	3.40	3.30	3.21	3.36
Lack of resources	3.55	3.51	2.93	3.48
Lack of support from organisation	3.52	3.79	3.17	3.55

Key: 1 = very important, 5 = little importance; mean values sorted by overall means.

Within general FE colleges, leaders and managers at all levels below chief executives (for whom respondent numbers were too small) reported significantly more resources (eg books, course fees) available to them in 2002 than 1997. The other significant changes reflect general improvements in management development over the period. Senior and middle managers received significantly more encouragement and support for management development in 2002 than 1997. And while senior managers knew much more about where their performance was weak, middle managers felt much better informed about professional development opportunities. Despite this, however, middle managers also gave significantly less priority to most forms of future professional development (see Section 6, page 30).

Institutional arrangements

Across the learning and skills sector, leaders and managers reported a range of different institutional arrangements for management development (see Appendix B, Questionnaire Q9; Appendix D, Figure 6). These arrangements reflect the wide range of approaches across the sector, from *ad-hoc* arrangements (45%) to proactive organisational planning (38%). It is encouraging that few respondents (10%) agreed with the statement 'it is a bit of a battle to get any management development'. Yet leaders and managers within colleges, WBL and ACL did report significantly different institutional arrangements for their professional development

- ACL leaders and managers were significantly more likely than their college colleagues to report 'it is a bit of a battle to get any management development', and significantly less likely to work in an organisation which 'plans management development proactively'.

- WBL leaders and managers were significantly less likely than their college and ACL colleagues to report 'we don't really have time to think beyond crisis management' and 'individuals have to make their own management development opportunities'.

- College leaders and managers were significantly more likely than their ACL colleagues to work in an organisation that 'responds to individuals with a clear and explicit plan'.

Within general FE colleges, leaders and managers at different levels reported significantly different arrangements for their management development. In some respects the arrangements changed significantly between 1997 and 2002.

- Chief executives were more likely to feel they don't have time to think beyond crisis management in 2002 than in 1997.

- Senior and middle managers were more likely to benefit from proactive organisational planning for their development in 2002 than in 1997, yet more senior managers regarded arrangements as *ad hoc* in both years.

- Middle and supervisory managers were both much less likely to struggle to get any management development in 2002 than in 1997.

The research findings reveal that lack of time remains the most significant barrier to leaders' and managers' engagement with professional development. In contrast, the least significant obstacle was lack of organisational encouragement and support. It is also clear that within general FE colleges, respondents perceived fewer obstacles to their professional development in 2002 than in 1997. Yet common sense suggests that the most effective form of support would be for leaders and managers to have enough time to engage in professional development activities. Without an adequate investment of time the benefits of professional development – for the individual and the organisation – cannot be fully realised, and the impact of other forms of organisational support is greatly reduced.

8 Implications and recommendations for the Leadership College

Professional development for leaders and managers is a keystone of the government's *Success for all* reform blueprint for further education and training. The new Leadership College has a central role to play in this strategy by providing professional development programmes for leaders and managers in all parts of the post-compulsory learning sector. It will also undertake and commission research into post-compulsory learning leadership and management and their development, and support colleges addressing the succession crisis among leaders and managers in the sector. The research findings presented in this report have a number of implications for the work of the Leadership College.

Alongside some areas of remarkable similarity, the research findings suggest there are also significant cultural and historical differences in leadership and management and their development in the different parts of the sector. For example, the findings suggest that leaders and managers in WBL are more focused on operational issues than their colleagues in colleges, whose activities (certainly at senior levels) appear to encompass both strategic and operational issues. The findings also indicate that WBL providers are more open to participating in leadership and management development than their colleagues in other parts of the sector. ACL leaders and managers, by contrast, historically have had very little access to management and leadership development, a point that is underlined by the survey findings. Leaders and managers in the different parts of the sector and at different levels also prefer a wide range of different professional development activities. Meeting such a diversity of professional development needs and preferences will be a major challenge for the College.

Equally important, the survey evidence suggests that professional development is not regarded by some potential beneficiaries as a high priority. The Leadership College's professional development opportunities will therefore need to be visibly relevant, flexible and accessible if they are to improve the leadership and management of post-compulsory learning. There also needs to be a clear expectation on the part of individuals and providers that a professional workforce commits itself to taking responsibility for maintaining high levels of professional practice, which involves a commitment to continuous professional development.

Finally, there appears to be a contradiction in the constraints on opportunities for professional development perceived by the survey respondents. The most significant obstacle was perceived to be lack of time, and the least significant the lack of organisational encouragement and support. Common sense suggests that the most effective form of support would be for leaders and managers to have enough time to engage in professional development activities.

Addressing these challenges will require the rapid development of a new understanding of the nature of leadership and management in the sector, new frameworks for initial and continuing professional development, and new approaches to access, delivery and evaluation. The College's approach should be based on broadly defined standards for leadership and management performance and development (including tasks, skills, knowledge and attributes in context) at all levels and all parts of the post-compulsory learning sector. In concert with the rest of

Success for all, the focus must be on improving learner outcomes and provider effectiveness if the College is to achieve the desired step-change in the leadership and management of post-compulsory learning.

The Leadership College should therefore consider:

- researching the diversity of leadership and management tasks, skills, knowledge and attributes to inform the design of relevant, responsive and accessible professional development opportunities for leaders and managers in all parts of the post-compulsory learning sector

- working with colleges to improve development opportunities for women leaders and managers (in particular to progress successfully from middle to senior management positions), and also to tackle the poor representation of ethnic minority staff at all levels of management

- addressing the historical deficit in leadership and management development opportunities for ACL leaders and managers by making appropriate professional development programmes available as soon as possible

- targeting initial and continuing professional development opportunities at supervisory and middle managers, and offering continuing professional development opportunities tailored for leaders and managers with substantial management experience at all levels

- focusing research and development resources on the development of the approaches to leadership and management which have been shown to be most effective in improving learner outcomes and college effectiveness.

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Appendices

A FENTO management standards

B LSDA 2002 survey questionnaire

C Tables

1 Further professional development, sector comparisons

2 Support for dealing with current issues, sector comparisons

3 Helpful professional development activities, sector comparisons

4 Priority future development activities, sector comparisons

D Figures (overall, college, WBL and ACL responses)

1 Important elements of current job

2a Areas for further development required to improve performance (part 1)

2b Areas for further development required to improve performance (part 2)

3a Helpful development activities

3b Future development priorities

4 Support needs for current issues

5 Constraints on ability to develop

6 Arrangements for development

A FENTO management standards

1. **Developing a vision**
- Analysing the environment
- Communicating with and inspiring others
- Securing their commitment to the vision

2. **Planning to achieve the vision**
- Identifying strategies
- Planning to implement them
- Communicating the plan

3. **Managing change and continuous improvement**
- Implementing the strategic plan
- Adopting reflective practice
- Adjusting the strategy as necessary

4. **Developing and sustaining services for learners**
- Preparing an operational plan that incorporates strategic vision
- Implementing the plan through teams and individuals
- Monitoring and reviewing progress against the plan

5. **Managing quality in the delivery of services**
- Managing service delivery
- Reviewing and evaluating services provided
- Sustaining a safe, clean and healthy working environment

6. **Managing human resources to support provision of services**
- Identifying staffing requirements
- Contributing to selection
- Ensuring efficient and effective use of staff resources

7. **Managing and developing self and own performance**
- Self-management
- Self-development

8. **Maintaining and developing team and individual performance**
- Leading teams and individuals in your organisation
- Contributing to staff development and training

9. **Building and maintaining productive working relationships**
- Developing mutual trust and respect
- Dealing with conflict
- Contributing to marketing and promotional activity

10. **Planning resource requirements**
- Analysing resources needed
- Securing approval for financial plans and reports
- Evaluating financial proposals
- Managing information

11. **Managing finance**
- Monitoring activities to meet income targets
- Controlling activities to meet targets
- Controlling expenditure against budgets

12. **Managing physical resources**
- Securing resources to meet plans
- Developing and maintaining resources
- Monitoring the use of resources

YOUR PROFESSIONAL DEVELOPMENT NEEDS

learning and skills development agency

GUIDANCE NOTES

*When completing the questionnaire please use **black ink** and write legibly within the confines of text and number boxes. Where it is necessary to mark boxes please mark like this:* ☒

Thank you for participating in this survey, the largest and most comprehensive survey of leadership and management development in the learning and skills sector. The questionnaire will take about half an hour to complete but we believe it will be time well spent. It has been organised in a way which can provide benefits to you as an individual manager, to your organisation and to the sector as a whole.

For **individuals** the questionnaire provides a checklist against which you can map your own experience as a leader and manager, identify areas needing further development and reflect on the ways in which you have learned in the past and would wish to learn in the future.

For **organisations**, LSDA will collate the return and provide them with a summary of their own managers' training and development needs, benchmarked against the sector as a whole.

For the **sector**, LSDA will provide a national summary of leadership and management needs five years on from the picture reported in 1997 based on responses from 4000 managers. It will provide a basis for the development of a range of support initiatives.

The first part of the questionnaire asks questions about your job. It is organised around the management standards produced by FENTO (The Further Education National Training Organisation). They represent one way of describing the complexity of the management role, though if you find some elements are not applicable to you, or that aspects of your job are missed out, we are very keen to find out.

Question 1 asks you to rate how important a number of factors are in your current job.

Question 2 asks you to indicate how your performance as a manager can be further improved.

Question 3 asks you to think about the development activities that you have undertaken during the past year, how long you spent on them and whether they were helpful and should be a priority for you in the future.

Question 4 asks about the support you may need and the important issues facing leaders and managers today.

The second section of the questionnaire asks about your qualifications and development plans, and the final section asks for some brief information about you and your organisation.

All information will be treated as confidential and will not be identifiable in any report as having originated from you.

When you have completed this form, please return it to the person in your organisation who is co-ordinating the return of the questionnaires.

The deadline for the return of the questionnaire to the co-ordinator is 5th July. Thank you.

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ABOUT YOUR JOB AND YOUR DEVELOPMENT

Q1 How important are each of the following activities in your current job?
(Please rate, with reference to ALL aspects included for each activity, from 1 to 5, where: 1 = high importance and 5 = low importance.)

	1	2	3	4	5
1.1 Developing a vision This involves analysing the environment, communicating with and inspiring others, and securing their commitment to the vision.	☐	☐	☐	☐	☐
1.2 Planning to achieve the vision This involves identifying strategies, planning to implement them and communicating the plan.	☐	☐	☐	☐	☐
1.3 Managing change and continuous improvement This involves implementing the strategic plan, adopting reflective practice, and adjusting the strategy as necessary.	☐	☐	☐	☐	☐
1.4 Developing and sustaining services for learners This involves preparing an operational plan that incorporates strategic vision, implementing the plan through teams and individuals, then monitoring and reviewing progress against the plan.	☐	☐	☐	☐	☐
1.5 Managing quality in the delivery of services This involves managing service delivery, and reviewing and evaluating services provided, and sustaining a safe, clean and healthy working environment.	☐	☐	☐	☐	☐
1.6 Managing human resources to support the provision of services This involves identifying staffing requirements, contributing to selection and ensuring efficient and effective use of staff resources.	☐	☐	☐	☐	☐
1.7 Managing and developing self and own performance This involves self-management and self-development.	☐	☐	☐	☐	☐
1.8 Maintaining and developing team and individual performance This involves leading teams and individuals in your organisation and contributing to staff development and training.	☐	☐	☐	☐	☐
1.9 Building and maintaining productive working relationships This involves developing mutual trust and respect, dealing with conflict, and contributing to marketing and promotional activity.	☐	☐	☐	☐	☐
1.10 Planning resource requirements This involves analysing resources needed, securing approval for financial plans and reports, evaluating financial proposals and managing information.	☐	☐	☐	☐	☐
1.11 Managing finance This involves monitoring and controlling activities to meet income targets and controlling expenditure against budgets.	☐	☐	☐	☐	☐
1.12 Managing physical resources This involves securing resources to meet plans, developing and maintaining resources and monitoring the use of resources.	☐	☐	☐	☐	☐

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Q2 Using the same activities, please rate the extent to which your performance as a manager can benefit now from further development in the following aspects.
(Please use the rating scale where: 1 = no development needed and 5 = great development needed.)

	1	2	3	4	5
Developing a vision					
Analysing the environment	☐	☐	☐	☐	☐
Communicating with and inspiring others	☐	☐	☐	☐	☐
Securing their commitment to the vision	☐	☐	☐	☐	☐
Planning to achieve the vision					
Identifying strategies	☐	☐	☐	☐	☐
Planning to implement them	☐	☐	☐	☐	☐
Communicating the plan	☐	☐	☐	☐	☐
Managing change and continuous improvement					
Implementing the strategic plan	☐	☐	☐	☐	☐
Adopting reflective practice	☐	☐	☐	☐	☐
Adjusting the strategy as necessary	☐	☐	☐	☐	☐
Developing and sustaining services for learners					
Preparing an operational plan that incorporates strategic vision	☐	☐	☐	☐	☐
Implementing the plan through teams and individuals	☐	☐	☐	☐	☐
Monitoring and reviewing progress against the plan	☐	☐	☐	☐	☐
Managing quality in the delivery of services					
Managing service delivery	☐	☐	☐	☐	☐
Reviewing and evaluating services provided	☐	☐	☐	☐	☐
Sustaining a safe, clean and healthy working environment	☐	☐	☐	☐	☐
Managing human resources to support provision of services					
Identifying staffing requirements	☐	☐	☐	☐	☐
Contributing to selection	☐	☐	☐	☐	☐
Ensuring efficient and effective use of staff resources	☐	☐	☐	☐	☐
Managing and developing self and own performance					
Self-management	☐	☐	☐	☐	☐
Self-development	☐	☐	☐	☐	☐
Maintaining and developing team and individual performance					
Leading teams and individuals in your organisation	☐	☐	☐	☐	☐
Contributing to staff development and training.	☐	☐	☐	☐	☐
Building and maintaining productive working relationships					
Developing mutual trust and respect	☐	☐	☐	☐	☐
Dealing with conflict	☐	☐	☐	☐	☐
Contributing to marketing and promotional activity	☐	☐	☐	☐	☐
Planning resource requirements					
Analysing resources needed	☐	☐	☐	☐	☐
Securing approval for financial plans and reports	☐	☐	☐	☐	☐
Evaluating financial proposals	☐	☐	☐	☐	☐
Managing information	☐	☐	☐	☐	☐
Managing finance					
Monitoring activities to meet income targets	☐	☐	☐	☐	☐
Controlling activities to meet targets	☐	☐	☐	☐	☐
Controlling expenditure against budgets	☐	☐	☐	☐	☐
Managing physical resources					
Securing resources to meet plans	☐	☐	☐	☐	☐
Developing and maintaining resources	☐	☐	☐	☐	☐
Monitoring the use of resources.	☐	☐	☐	☐	☐

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Q3 Please indicate the time you have spent on each of the following developmental activities during the past 12 months. Please also mark the box in the column headed 'A' if you have found the activity concerned to be helpful and/or the box in the column headed 'B' if the activity is a priority for your future development.

	5 days or fewer	6-10 days	11-20 days	over 20 days	A	B
Learning through experience ("thrown in at the deep end")	☐	☐	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐	☐	☐
Job shadowing	☐	☐	☐	☐	☐	☐
Secondments/placements with other organisations	☐	☐	☐	☐	☐	☐
Visits/exchanges	☐	☐	☐	☐	☐	☐
Planned project work	☐	☐	☐	☐	☐	☐
Working with paper-based training materials at your own pace	☐	☐	☐	☐	☐	☐
Working with computer-based training materials at your own pace	☐	☐	☐	☐	☐	☐
Self-study packs	☐	☐	☐	☐	☐	☐
Distance-learning over a network	☐	☐	☐	☐	☐	☐
One-day seminar(s) or workshop(s) away from your organisation	☐	☐	☐	☐	☐	☐
Going on short courses (2-5 days)	☐	☐	☐	☐	☐	☐
Long term part-time courses	☐	☐	☐	☐	☐	☐
A sabbatical period of at least three months	☐	☐	☐	☐	☐	☐
Other *(please state below)*	☐	☐	☐	☐	☐	☐

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Q4 Please identify your need for support in dealing most effectively with the following current issues. *(Where 1 = very high need and 5 = very low need.)*

	1	2	3	4	5
Participating effectively in strategic positioning and planning	☐	☐	☐	☐	☐
Developing effective relationships with national/local LSCs	☐	☐	☐	☐	☐
Developing and working in partnerships	☐	☐	☐	☐	☐
Business development	☐	☐	☐	☐	☐
Developing and managing objectives	☐	☐	☐	☐	☐
Dealing with inspection	☐	☐	☐	☐	☐
Maintaining and improving quality	☐	☐	☐	☐	☐
Promoting excellence	☐	☐	☐	☐	☐
Developing new learning approaches	☐	☐	☐	☐	☐
Addressing the skills agenda	☐	☐	☐	☐	☐
Leading teams to raise standards	☐	☐	☐	☐	☐
Promoting diversity	☐	☐	☐	☐	☐
Recruiting high quality staff	☐	☐	☐	☐	☐
Maintaining morale and motivation in staff	☐	☐	☐	☐	☐
Effective implementation of professional development and review	☐	☐	☐	☐	☐
Planning and implementing staff development activities	☐	☐	☐	☐	☐
Making effective use of MIS	☐	☐	☐	☐	☐
Understanding sources of funding	☐	☐	☐	☐	☐
Managing budgets and reading management accounts	☐	☐	☐	☐	☐
Managing a reduction in funding	☐	☐	☐	☐	☐
Other *(please state below)*					
	☐	☐	☐	☐	☐
Other *(please state below)*					
	☐	☐	☐	☐	☐

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ABOUT QUALIFICATIONS AND DEVELOPMENT PLANS

Q5 How important to you is the acquisition of a nationally recognised management qualification?

	1	2	3	4	5	
Very important	☐	☐	☐	☐	☐	Very unimportant

Q6 Which of the following management qualifications do you rate highly?
(Please mark all that apply.)

NVQ level 4 in Management	☐	Certificate in Management Studies (CMS) - or equivalent	☐
NVQ level 5 in Management	☐	Diploma in Management Studies (DMS) - or equivalent	☐
MEd (Management)	☐	MBA	☐
PhD/EdD (Management)	☐	Other *(please state below)*	☐

Q7 Which of the following types of professional bodies do you rate highly, in terms of the status which membership conveys?
(Please mark all that apply.)

Professional ***management*** organisations (e.g. The Institute of Management)	☐
Professional ***specialist*** organisations (e.g. CIMA, CIPD)	☐
Professional ***education/training and development*** organisations (e.g. The Institute for Learning, CIPD)	☐

Q8 How significant are the following constraints on your ability to develop as a manager?
(Where 1 - very significant and 5 - very insignificant.)

	1	2	3	4	5
Lack of resources (e.g. books, course fees, etc.)	☐	☐	☐	☐	☐
Lack of time to devote to development activity	☐	☐	☐	☐	☐
Lack of knowledge of opportunities available	☐	☐	☐	☐	☐
Lack of encouragement/support from the organisation	☐	☐	☐	☐	☐
Lack of rewards for achievement	☐	☐	☐	☐	☐
Lack of knowledge of where performance is weak	☐	☐	☐	☐	☐

Q9 What statements best describe the arrangements for your management development?
(Please mark all that apply.)

The organisation plans management development proactively and suggests activities to me	☐
The organisation responds to individuals within a clear and explicit plan	☐
The organisation responds to individuals on an ad hoc basis	☐
It is a bit of a battle to get any management development opportunity	☐
We don't really have time to think beyond crisis management	☐
We have good procedures on paper but keep getting blown off course	☐
Individuals have to make their own management development opportunities	☐

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ABOUT YOU AND YOUR ORGANISATION

Q10 Which of the following organisations is your main employer?
(Please mark only one box.)

- Sixth form college ☐
- General FE college ☐
- Specialist FE college ☐
- LEA Adult Education Service ☐
- Voluntary service ☐
- Community organisation ☐
- Private training organisation ☐
- In-house employer training provider ☐

Q11 How many learners are currently registered with your organisation?
(Please mark only one box.)

0 ☐ 1-50 ☐ 51-100 ☐ 101-200 ☐ 201-500 ☐ 500+ ☐

Q12 What, in very broad terms, does your organisation provide?
(Please mark all that apply.)

- Further Education ☐
- Adult and/or community learning ☐
- Sixth form studies ☐
- Work-based learning ☐

Q13 In which of the following categories would you include yourself?

21-30yrs ☐ 31-40yrs ☐ 41-50yrs ☐ 50yrs+ ☐ Male ☐ Female ☐

White
- English ☐
- Scottish ☐
- Welsh ☐
- Other British ☐
- Irish ☐
- Any other white background ☐

Mixed
- White and Black Caribbean ☐
- White and Black African ☐
- White and Asian ☐
- Any other mixed background ☐

Black, Black British, Black English, Black Scottish, or Black Welsh
- Caribbean ☐
- African ☐
- Any other black background ☐

Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh
- Indian ☐
- Pakistani ☐
- Bangladeshi ☐
- Any other Asian background ☐

Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh, or Other ethnic group
- Chinese ☐
- Any other background ☐

The above categories have been suggested by the Commission for Racial Equality. If you have marked any 'other' box, please write in your details below.

Q14 How many years have you been in:
(Please count completed years only, putting only one number in each square, and using a zero to indicate that you have not yet completed your first year in a category)

Your current post ☐☐ **A management role** ☐☐

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Q15 Within the overall structure of your organisation, what is your current level of post?
(Please mark only one box.)

Chief Executive	☐	(e.g. Principal, Director, Chief Officer)
Senior Manager	☐	(Second tier - e.g. head of faculty, senior/executive management team member, assistant/deputy director)
Middle Manager	☐	(Third tier - e.g. head of service department, head of curriculum area, assessment centre co-ordinator)
Supervisory Manager	☐	(Fourth tier - e.g. curriculum team leader, service team manager, programme manager, assessment team leader)
Other	☐	*(Please state below)*

Q16 How many staff report directly to you?

0	1-5	6-10	11-20	21-50	Over 50
☐	☐	☐	☐	☐	☐

Q17 How would you best describe your role?
(Please mark only one box.)

Director/Senior manager of organisation	☐
Specialist functional manager (e.g. personnel, contracts)	☐
Manager of learning/training/assessment (e.g. curriculum leader or training manager)	☐
Manager of learning/training support services (e.g. library, student guidance)	☐
Sole operator	☐
Other *(please state below)*	☐

Q18 Which, if any, management qualifications do you hold?
(Please mark all that apply.)

NVQ level 4 in Management	☐	Certificate in Management Studies (CMS) - or equivalent	☐
NVQ level 5 in Management	☐	Diploma in Management Studies (DMS) - or equivalent	☐
MEd (Management)	☐	MBA	☐
PhD/EdD (Management)	☐	Other *(please state below)*	☐

Q19 For which, if any, of the following types of professional bodies do you hold full membership?
(Please mark all that apply.)

Professional ***management*** organisations	☐
Professional ***specialist*** organisations	☐
Professional ***education/training and development*** organisations	☐

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C Tables

1 Further professional development, sector comparisons: the key on Table 1 relates to Appendix B, Questionnaire Q2

2 Support for dealing with current issues, sector comparisons: the key on Table 2 relates to Appendix B, Questionnaire Q4

3 Helpful professional development activities, sector comparisons

4 Priority future development activities, sector comparisons

1 Further professional development, sector comparisons

Key	Activities	Colleges	WBL	ACL	Overall
	Developing a vision				
2a1	Analysing the environment	2.72	2.75	2.80	2.74
2a2	Communicating with and inspiring others	2.62	2.52	2.68	2.60
2a3	Securing their commitment to the vision	2.82	2.75	2.87	2.81
	Planning to achieve the vision				
2b1	Identifying strategies	2.70	2.82	2.85	2.74
2b2	Planning to implement them	2.64	2.72	2.84	2.68
2b3	Communicating the plan	2.67	2.58	2.78	2.66
	Managing change and continuous improvement				
2c1	Implementing the strategic plan	2.63	2.69	2.87	2.67
2c2	Adopting reflective practice	2.73	2.85	2.89	2.78
2c3	Adjusting the strategy as necessary	2.64	2.69	2.81	2.67
	Developing and sustaining services for learners				
2d1	Preparing an operational plan that incorporates strategy	2.67	2.86	2.96	2.74
2d2	Implementing the plan through teams and individuals	2.63	2.64	2.80	2.65
2d3	Monitoring and reviewing progress against the plan	2.58	2.60	2.76	2.60
	Managing quality in the delivery of services				
2e1	Managing service delivery	2.51	2.39	2.69	2.50
2e2	Reviewing and evaluating services provided	2.55	2.48	2.74	2.56
2e3	Sustaining a safe, clean and healthy working environment	2.49	2.24	2.65	2.45
	Managing human resources to support service provision				
2f1	Identifying staffing requirements	2.26	2.20	2.36	2.26
2f2	Contributing to selection	2.23	2.19	2.31	2.23
2f3	Ensuring efficient and effective use of staff resources	2.40	2.32	2.45	2.39
	Managing and developing self and own performance				
2g1	Self management	2.58	2.51	2.72	2.58
2g2	Self development	2.68	2.64	2.79	2.68
	Maintaining and developing team and individual performance				
2h1	Leading teams and individuals in your organisation	2.51	2.48	2.60	2.52
2h2	Contributing to staff development and training	2.49	2.40	2.56	2.48
	Building and maintaining productive working relationships				
2i1	Developing mutual trust and respect	2.38	2.21	2.43	2.35
2i2	Dealing with conflict	2.84	2.71	2.91	2.82
2i3	Contributing to marketing and promotional activity	2.66	2.69	2.79	2.68
	Planning resource requirements				
2j1	Analysing resources needed	2.53	2.47	2.70	2.53
2j2	Securing approval for financial plans and reports	2.69	2.68	2.94	2.72
2j3	Evaluating financial proposals	2.82	2.88	3.06	2.86
2j4	Managing information	2.65	2.59	2.86	2.66
	Managing finance				
2k1	Monitoring activities to meet income targets	2.70	2.66	2.88	2.71
2k2	Controlling activities to meet targets	2.69	2.64	2.87	2.70
2k2	Controlling expenditure against budgets	2.64	2.66	2.88	2.67
	Managing physical resources				
2l1	Securing resources to meet plans	2.67	2.48	2.84	2.65
2l2	Developing and maintaining resources	2.60	2.45	2.76	2.58
2l3	Monitoring the use of resources	2.55	2.44	2.73	2.54

Note: 1 = no development needed; 5 = great development needed; table shows mean values.

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2 Support for dealing with current issues, sector comparisons

Key	Current issues	College	WBL	ACL	Overall
4.17	Making effective use of management information systems	2.67	2.69	2.43	2.65
4.6	Dealing with inspections	2.71	2.78	2.38	2.69
4.8	Promoting excellence	2.72	2.72	2.75	2.73
4.14	Maintaining morale and motivation among staff	2.66	2.91	2.81	2.73
4.7	Maintaining and improving quality	2.78	2.81	2.77	2.79
4.18	Understanding sources of funding	2.82	2.77	2.66	2.79
4.1	Participating effectively in strategic positioning and planning	2.87	2.75	2.58	2.81
4.11	Leading teams to raise standards	2.80	2.96	2.76	2.83
4.9	Developing new learning approaches	2.91	2.74	2.74	2.85
4.2	Developing effective relationships with national/local LSCs	2.85	3.02	2.68	2.87
4.10	Addressing the skills agenda	2.93	2.81	2.77	2.89
4.20	Managing a reduction in funding	2.95	2.85	2.72	2.90
4.15	Implementation of professional development and review	2.92	2.96	2.78	2.91
4.4	Business development	3.02	2.72	2.69	2.92
4.13	Recruiting high-quality staff	2.93	2.96	2.91	2.93
4.12	Promoting diversity	3.03	2.88	2.95	2.99
4.19	Managing budgets and reading management accounts	3.03	3.05	2.72	3.00
4.3	Developing and working in partnerships	3.01	3.02	3.04	3.02
4.16	Planning and implementing staff development activities	3.05	3.07	2.97	3.05
4.5	Developing and managing objectives	3.18	3.08	3.01	3.14

Note: 1 = very great need; 5 = very little need; table shows mean values sorted by overall values.

3 Helpful professional development activities, sector comparisons

Key	Activities	College	WBL	ACL	Overall
A1	Learning through experience	57.1%	61.4%	53.0%	57.6%
A2	Mentoring	35.5%	41.2%	38.1%	37.0%
A3	Job shadowing	14.7%	26.5%	20.0%	17.8%
A4	Secondments/placements with other organisations	11.9%	10.9%	11.2%	11.6%
A5	Visits/exchanges	27.6%	24.2%	24.7%	26.5%
A6	Planned project work	34.0%	41.2%	36.3%	35.8%
A7	Working with paper-based training materials	26.9%	34.6%	25.1%	28.4%
A8	Working with computer-based training materials	26.2%	25.8%	23.7%	25.9%
A9	Self-study packs	15.7%	18.0%	13.0%	15.9%
A10	Distance-learning over a network	12.8%	10.4%	11.6%	12.1%
A11	One-day seminar/workshop(s) away from your organisation	58.3%	61.1%	57.2%	58.8%
A12	Going on short courses (2–5 days)	32.3%	33.9%	39.5%	33.4%
A13	Long-term, part-time courses	64.3%	20.1%	19.5%	18.2%
A14	A sabbatical period of at least 3 months	06.5%	04.7%	07.9%	06.2%
A15	Other	02.6%	02.1%	03.7%	02.6%

4 Priority future development activities, sector comparisons

Key	Activities	College	WBL	ACL	Overall
B1	Learning through experience	17.4%	19.0%	20.9%	18.1%
B2	Mentoring	18.6%	21.8%	19.1%	19.4%%
B3	Job shadowing	18.7%	19.2%	11.6%	18.0%
B4	Secondments/placements with other organisations	22.7%	15.4%	14.4%	20.2%
B5	Visits/exchanges	24.4%	20.4%	27.4%	23.9%
B6	Planned project work	22.3%	23.0%	21.4%	22.4%
B7	Working with paper-based training materials	12.2%	16.1%	15.8%	13.5%
B8	Working with computer-based training materials	22.6%	23.0%	22.3%	22.6%
B9	Self-study packs	11.0%	14.5%	13.5%	12.0%
B10	Distance-learning over a network	12.8%	14.0%	11.6%	12.9%
B11	One-day seminar/workshop(s) away from your organisation	30.2%	32.2%	29.3%	30.6%
B12	Going on short courses (2–5 days)	21.4%	23.0%	18.6%	21.5%
B13	Long-term, part-time courses	14.3%	19.0%	17.2%	15.6%
B14	A sabbatical period of at least 3 months	08.8%	08.3%	09.3%	08.8%
B15	Other	01.6%	00.9%	03.3%	01.6%

D Figures (overall, college, WBL and ACL responses)

1 Important elements of current job

2a Areas for further development required to improve performance (part 1)

2b Areas for further development required to improve performance (part 2

3a Helpful development activities

3b Future development priorities

4 Support needs for current issues

5 Constraints on ability to develop

6 Arrangements for development

Key to Figure 1 Important elements of current job

1.1 Developing a vision
This involves analysing the environment, communicating with and inspiring others, and securing their commitment to the vision.

1.2 Planning to achieve the vision
This involves identifying strategies, planning to implement them and communicating the plan.

1.3 Managing change and continuous improvement
This involves implementing the strategic plan, adopting reflective practice, and adjusting the strategy as necessary.

1.4 Developing and sustaining services for learners
This involves preparing an operational plan that incorporates strategic vision, implementing the plan through teams and individuals, then monitoring and reviewing progress against the plan.

1.5 Managing quality in the delivery of services
This involves managing service delivery, and reviewing and evaluating services provided, and sustaining a safe, clean and healthy working environment.

1.6 Managing human resources to support the provision of services
This involves identifying staffing requirements, contributing to selection and ensuring efficient and effective use of staff resources.

1.7 Managing and developing self and own performance
This involves self-management and self-development.

1.8 Maintaining and developing team and individual performance
This involves leading teams and individuals in your organisation and contributing to staff development and training.

1.9 Building and maintaining productive working relationships
This involves developing mutual trust and respect, dealing with conflict, and contributing to marketing and promotional activity.

1.10 Planning resource requirements
This involves analysing resources needed, securing approval for financial plans and reports, evaluating financial proposals and managing information.

1.11 Managing finance
This involves monitoring and controlling activities to meet income targets and controlling expenditure against budgets.

1.12 Managing physical resources
This involves securing resources to meet plans, developing and maintaining resources and monitoring the use of resources.

Figure 1 Important elements of current job – overall responses

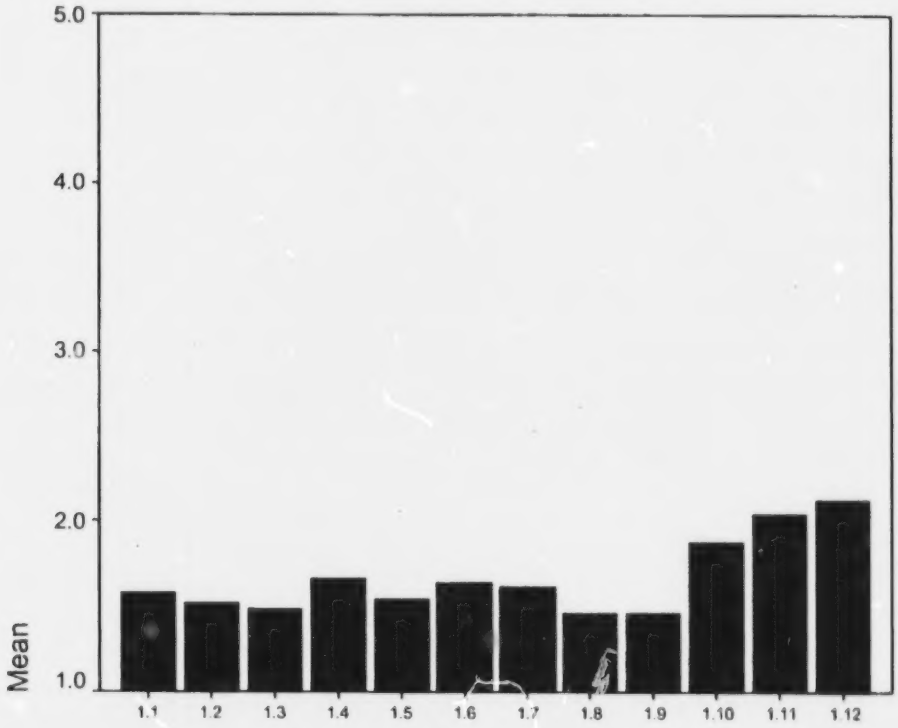


Figure 1 Important elements of current job – college responses

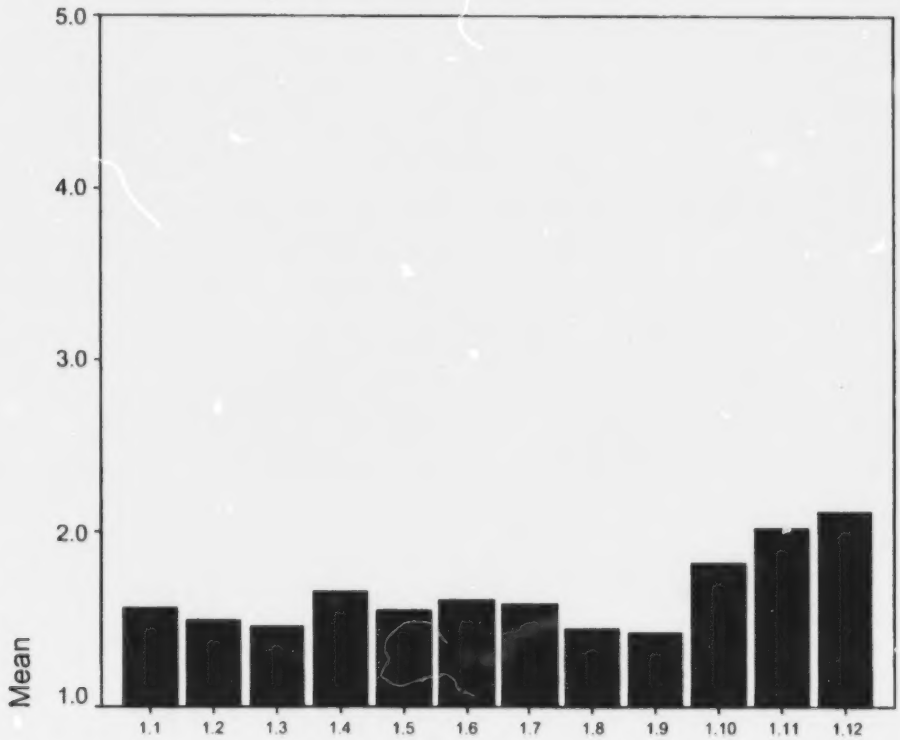


Figure 1 Important elements of current job – ACL responses

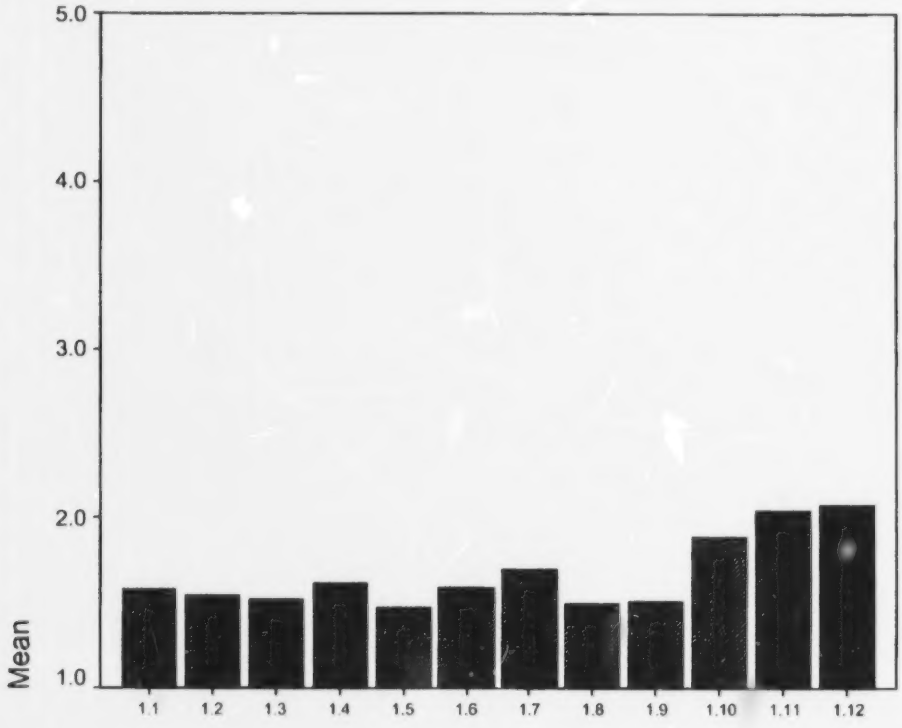
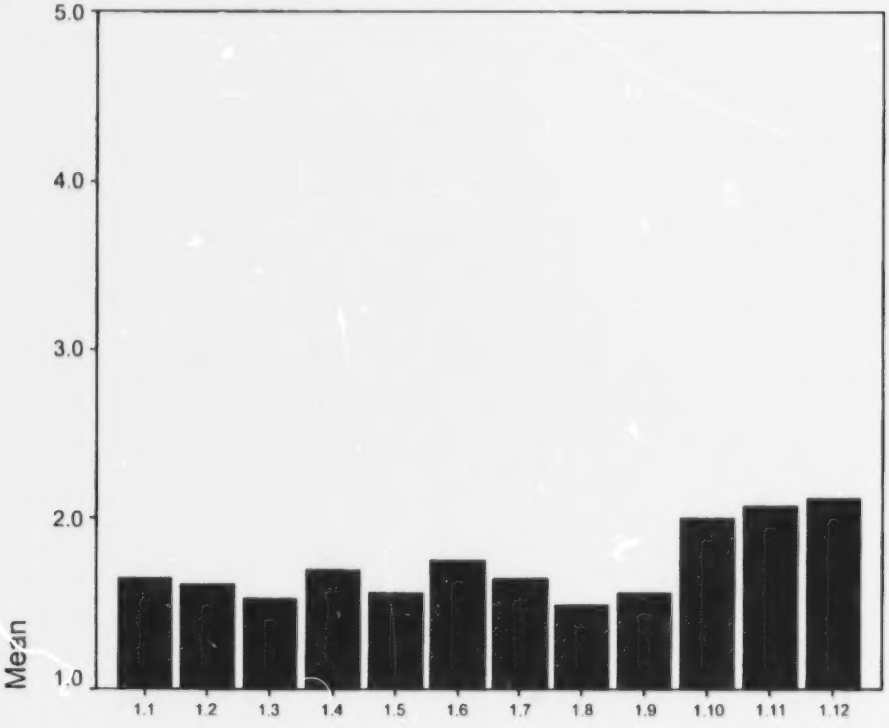


Figure 1 Important elements of current job – WBL responses



Key to Figure 2 Areas for further development required to improve performance

2a Developing a vision
1 Analysing the environment
2 Communicating with and inspiring others
3 Securing their commitment to the vision

2b Planning to achieve the vision
1 Identifying strategies
2 Planning to implement them
3 Communicating the plan

2c Managing change and continuous improvement
1 Implementing the strategic plan
2 Adopting reflective practice
3 Adjusting the strategy as necessary

2d Developing and sustaining services for learners
1 Preparing an operational plan that incorporates strategic vision
2 Implementing the plan through teams and individuals
3 Monitoring and reviewing progress against the plan

2e Managing quality in the delivery of services
1 Managing service delivery
2 Reviewing and evaluating services provided
3 Sustaining a safe, clean and healthy working environment

2f Managing human resources to support provision of services
1 Identifying staffing requirements
2 Contributing to selection
3 Ensuring efficient and effective use of staff resources

2g Managing and developing self and own performance
1 Self-management
2 Self-development

2g Managing and developing self and own performance
1 Self-management
2 Self-development

2h Maintaining and developing team and individual performance
1 Leading teams and individuals in your organisation
2 Contributing to staff development and training.

2i Building and maintaining productive working relationships
1 Developing mutual trust and respect
2 Dealing with conflict
3 Contributing to marketing and promotional activity

2j Planning resource requirements
1 Analysing resources needed
2 Securing approval for financial plans and reports
3 Evaluating financial proposals
4 Managing information

2k Managing finance
1 Monitoring activities to meet income targets
2 Controlling activities to meet targets
3 Controlling expenditure against budgets

2l Managing physical resources
1 Securing resources to meet plans
2 Developing and maintaining resources
3 Monitoring the use of resources.

Figure 2a Areas for further development required to improve performance – part one – overall responses

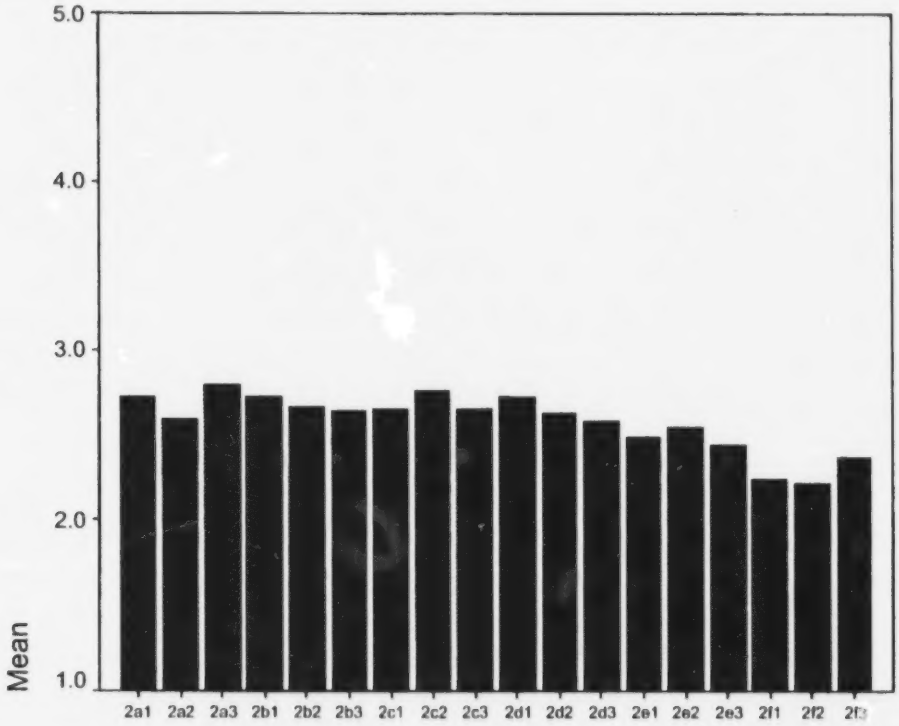


Figure 2a Areas for further development required to improve performance – part one – college responses

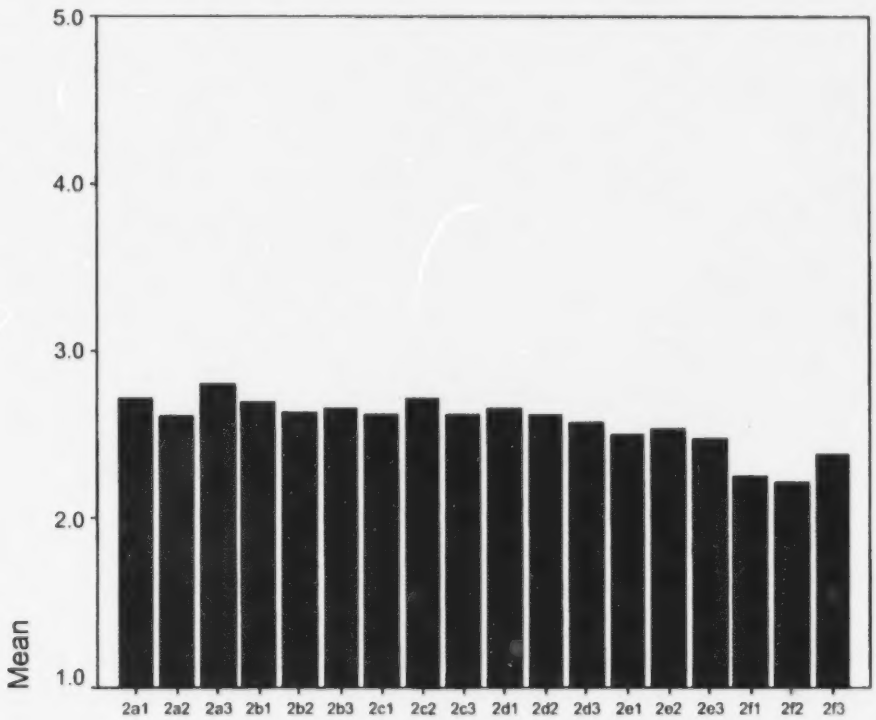


Figure 2a Areas for further development required to improve performance – part one – ACL responses

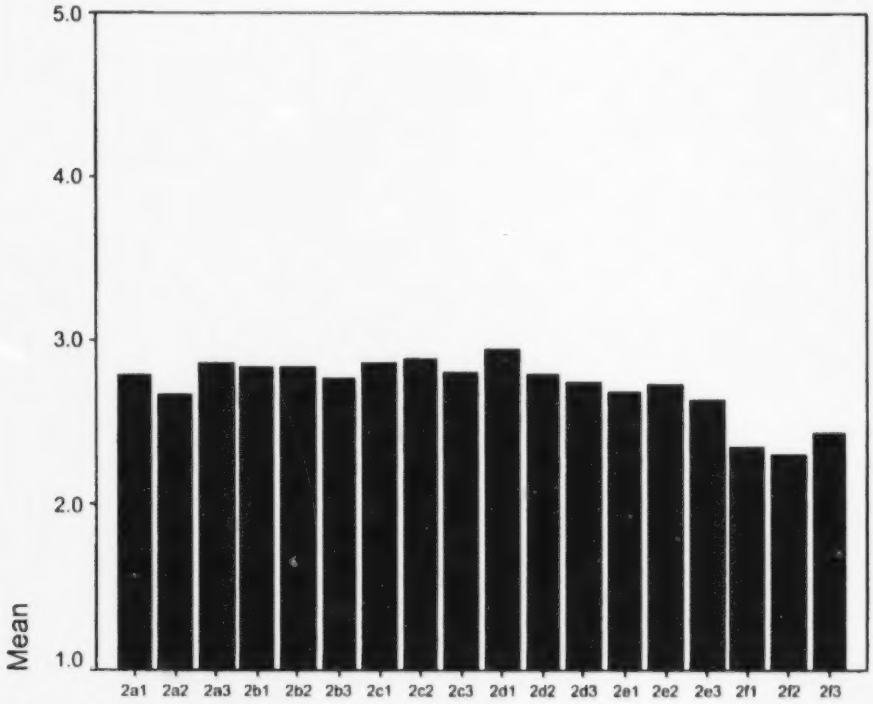


Figure 2a Areas for further development required to improve performance – part one – WBL responses

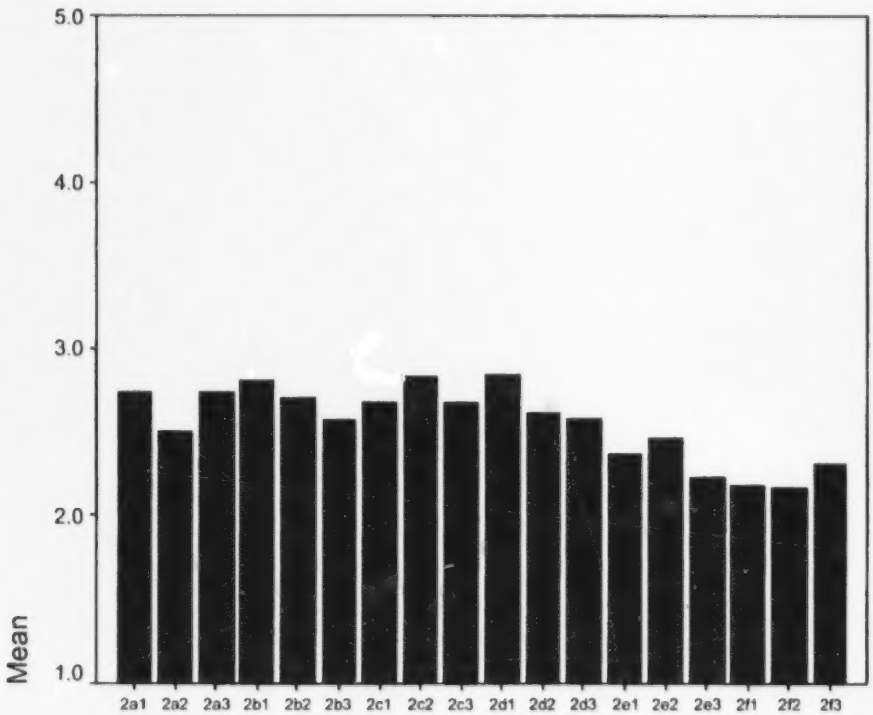


Figure 2b Areas for further development required to improve performance – part 2 – overall responses

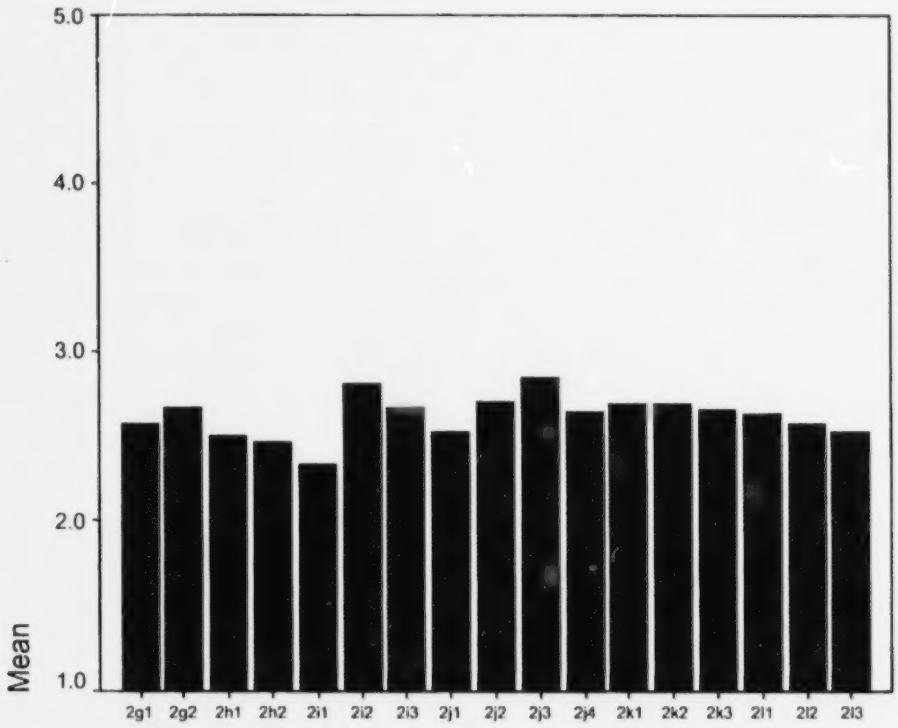


Figure 2b Areas for further development required to improve performance – part 2 – college responses

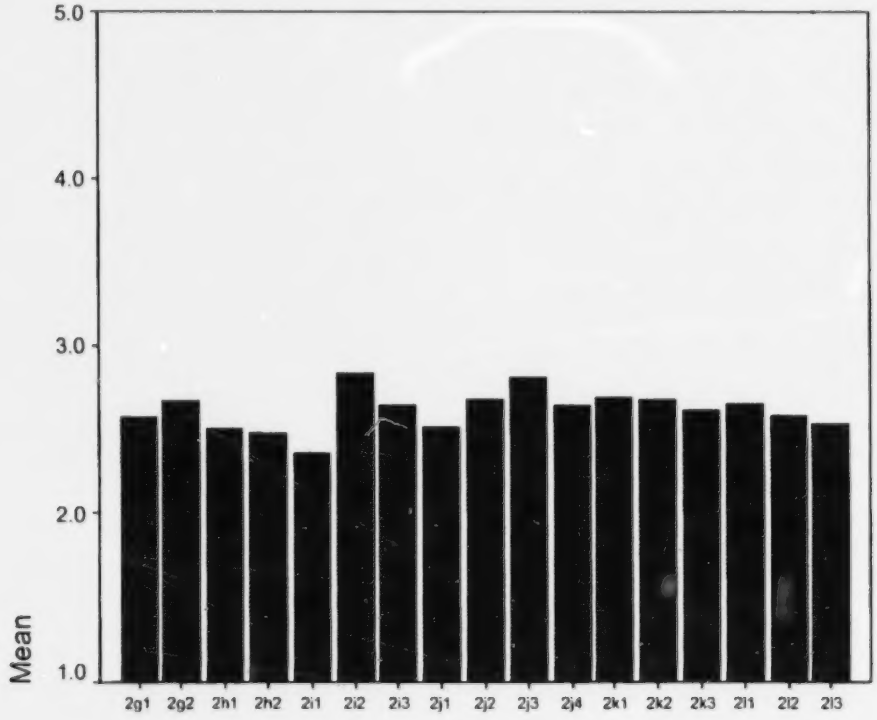


Figure 2b Areas for further development required to improve performance – part 2 – ACL responses

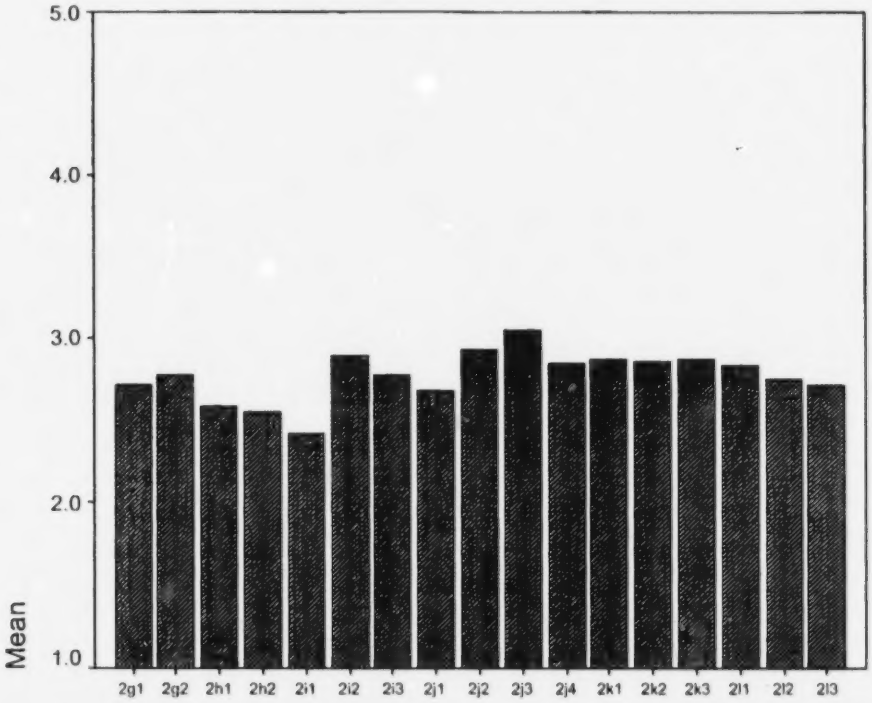
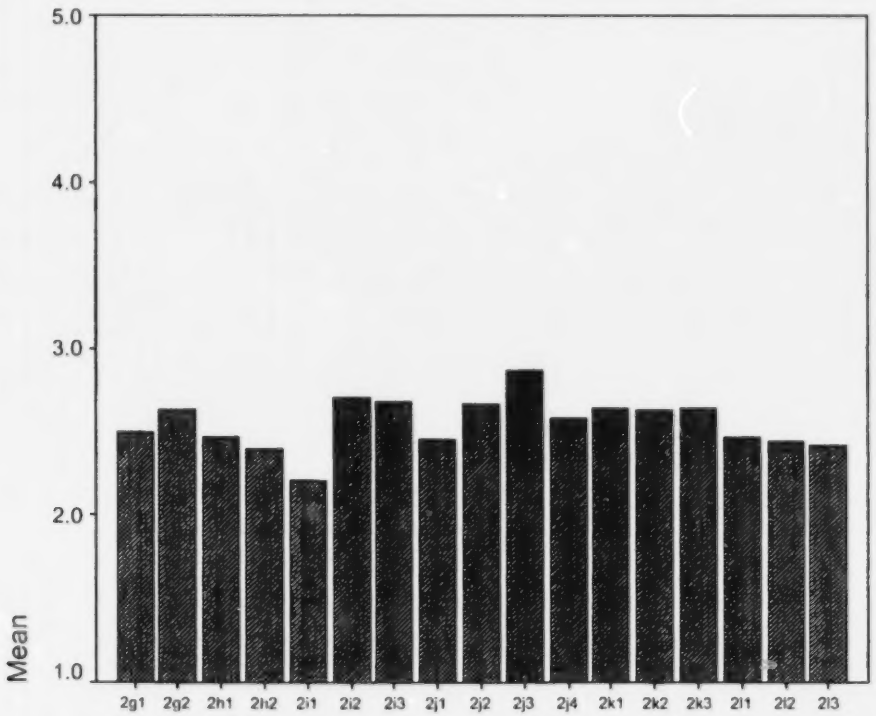


Figure 2b Areas for further development required to improve performance – part 2 – WBL responses



Key to Figure 3 Helpful development activities and future development priorities

A: found the activity concerned helpful

B: the activity is a priority for future development

1 Learning through experience ('thrown in at the deep end')

2 Mentoring

3 Job shadowing

4 Secondments/placements with other organisations

5 Visits/exchanges

6 Planned project work

7 Working with paper-based training materials at your own pace

8 Working with computer-based training materials at your own pace

9 Self-study packs

10 Distance-learning over a network

11 One-day seminar(s) or workshop(s) away from your organisation

12 Going on short courses (2–5 days)

13 Long-term, part-time courses

14 A sabbatical period of at least 3 months

Figure 3a Helpful development activities – overall results

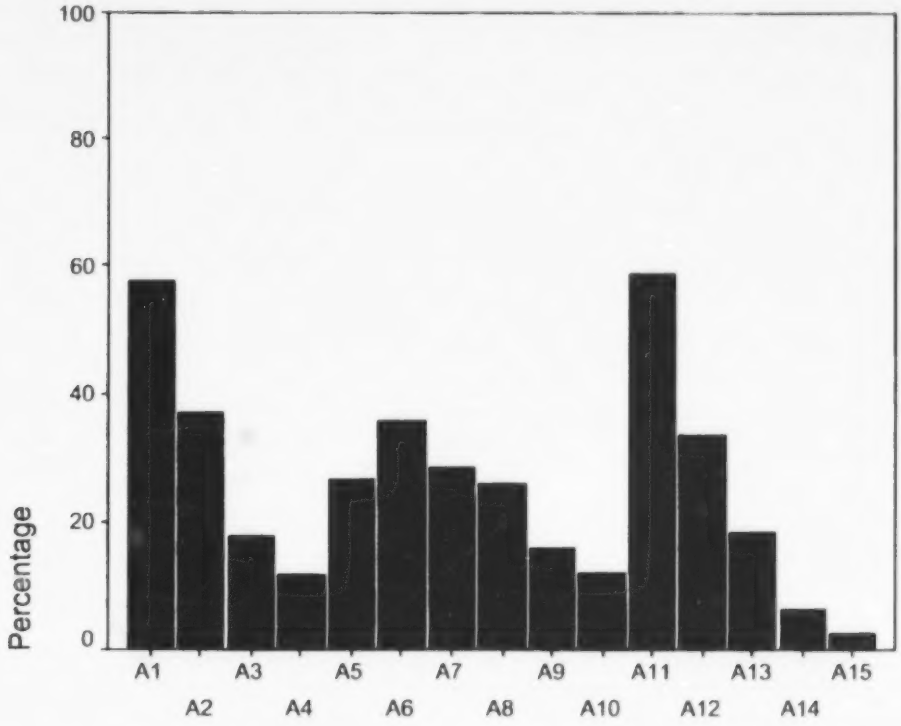


Figure 3a Helpful development activities – college results

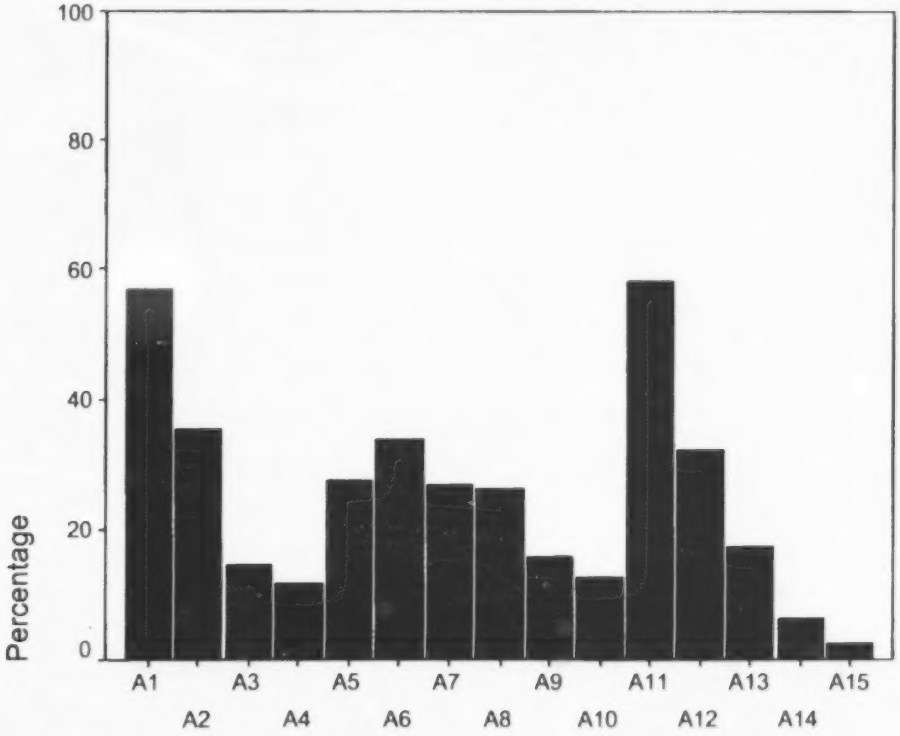


Figure 3a Helpful development activities – ACL results

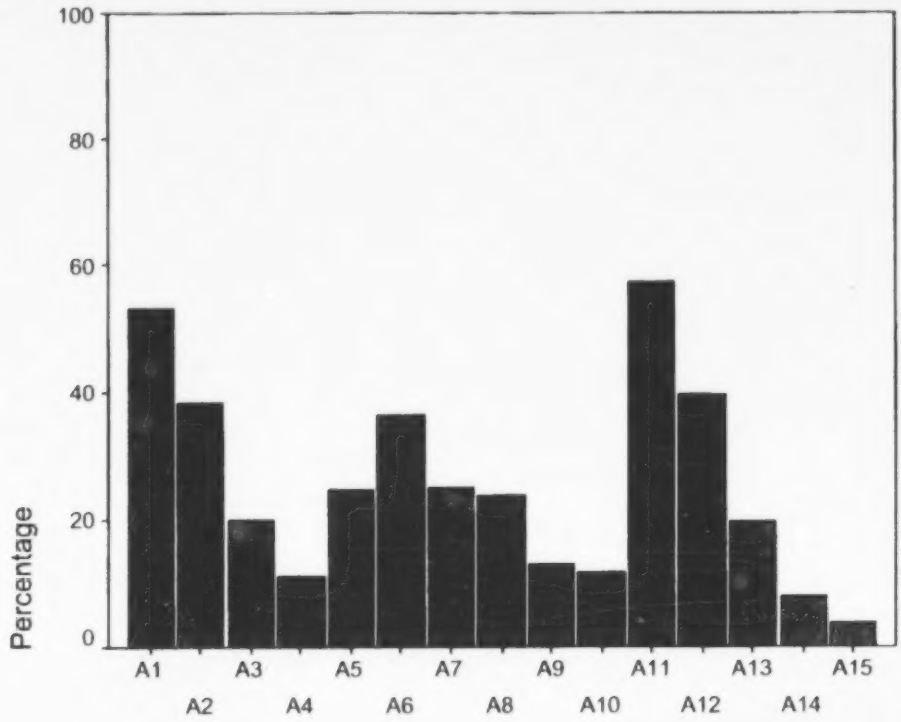


Figure 3a Helpful development activities – WBL results

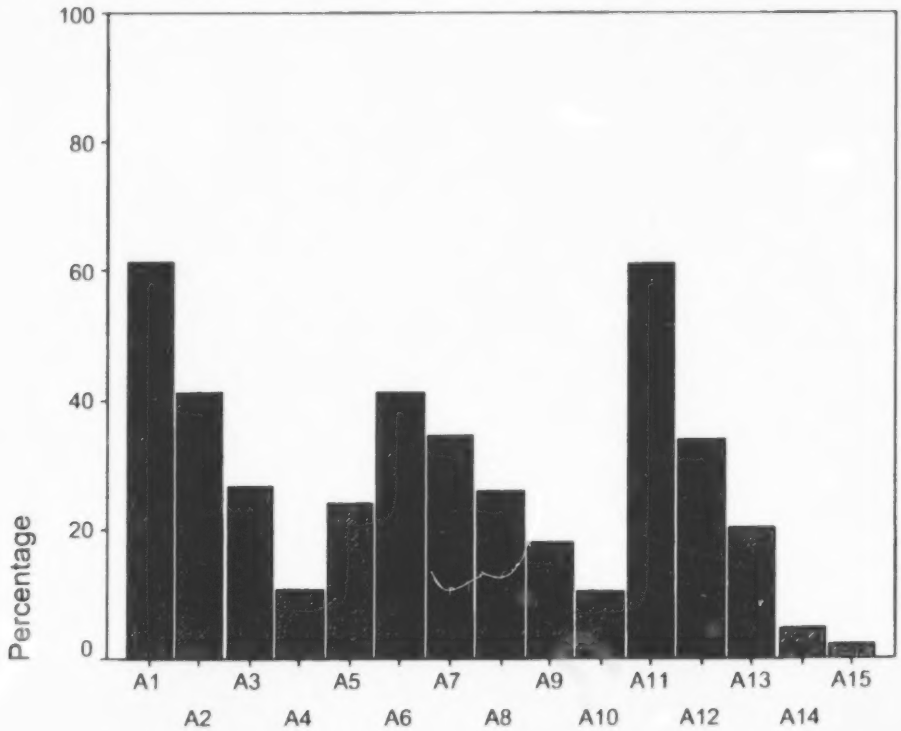


Figure 3b Future development priorities – overall results

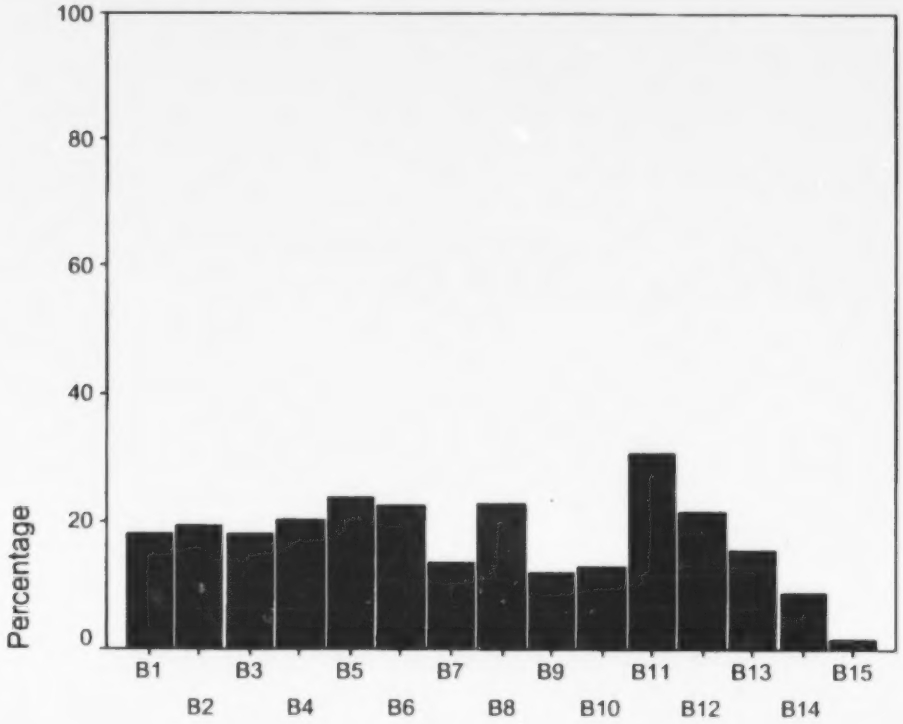


Figure 3b Future development priorities – college results

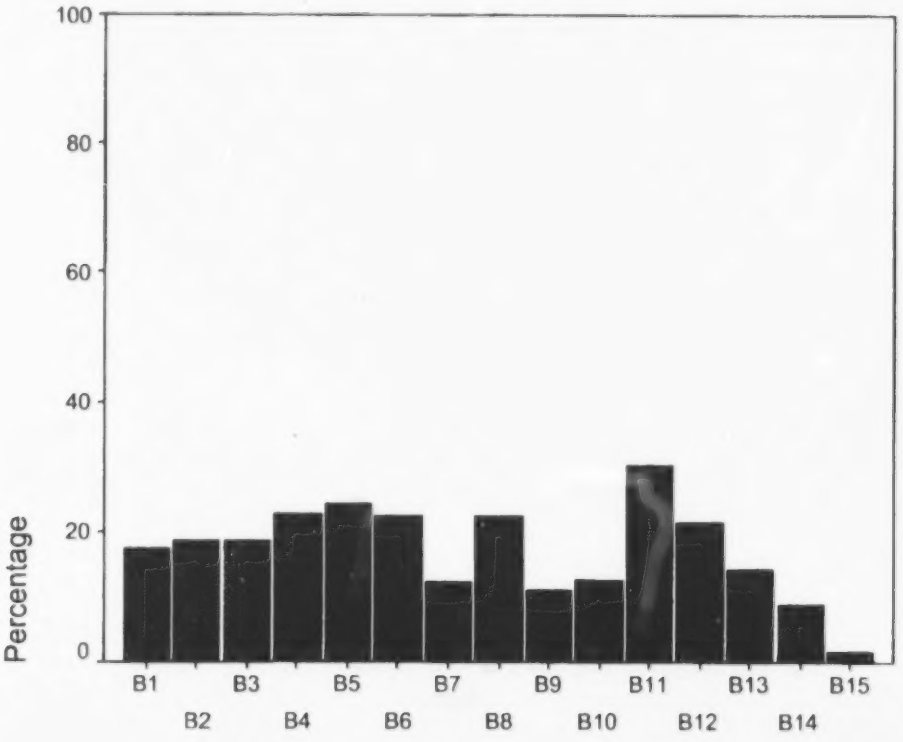


Figure 3b Future development priorities – ACL results

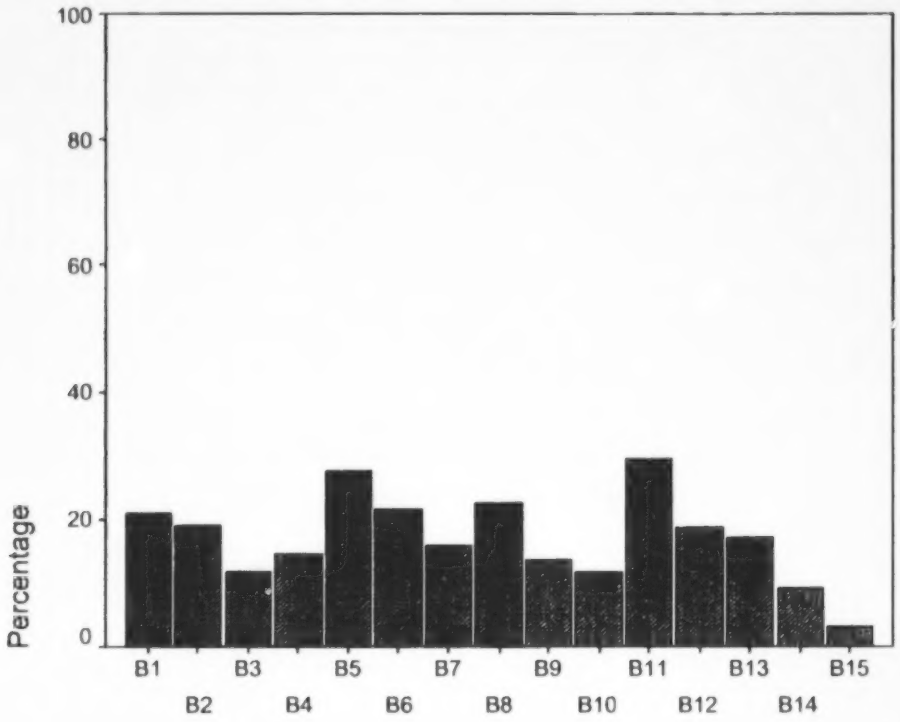
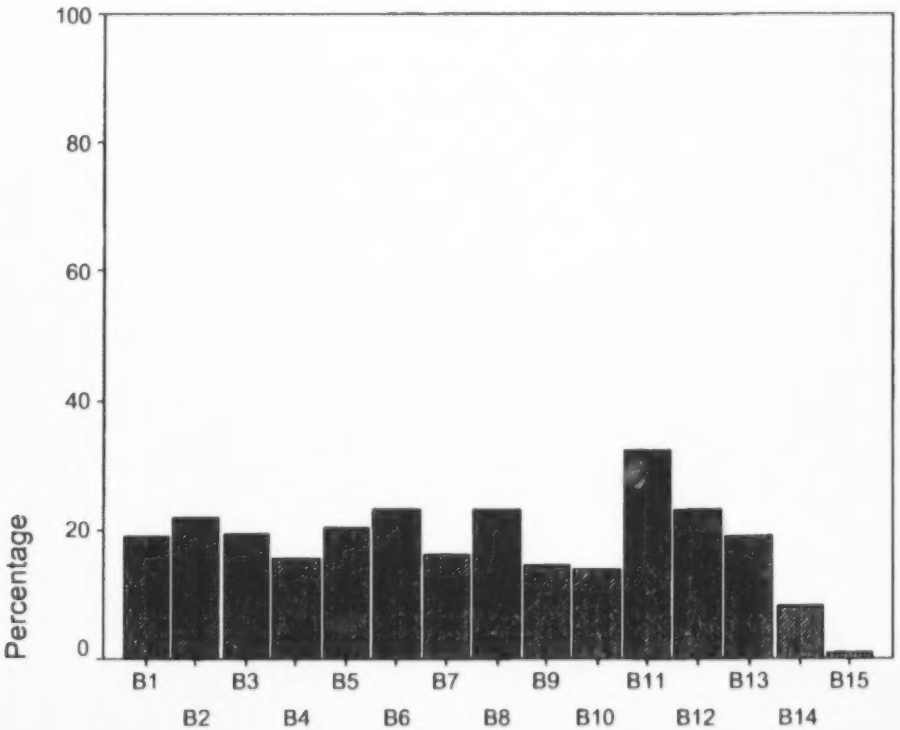


Figure 3b Future development priorities – WBL results



Key to Figure 4 Support needs for current issues

4.1 Participating effectively in strategic positioning and planning

4.2 Developing effective relationships with national/local LSCs

4.3 Developing and working in partnerships

4.4 Business development

4.5 Developing and managing objectives

4.6 Dealing with inspection

4.7 Maintaining and improving quality

4.8 Promoting excellence

4.9 Developing new learning approaches

4.10 Addressing the skills agenda

4.11 Leading teams to raise standards

4.12 Promoting diversity

4.13 Recruiting high quality staff

4.14 Maintaining morale and motivation in staff

4.15 Effective implementation of professional development and review

4.16 Planning and implementing staff development activities

4.17 Making effective use of MIS

4.18 Understanding sources of funding

4.19 Managing budgets and reading management accounts

4.20 Managing a reduction in funding

Figure 4 Support needs for current issues – overall results

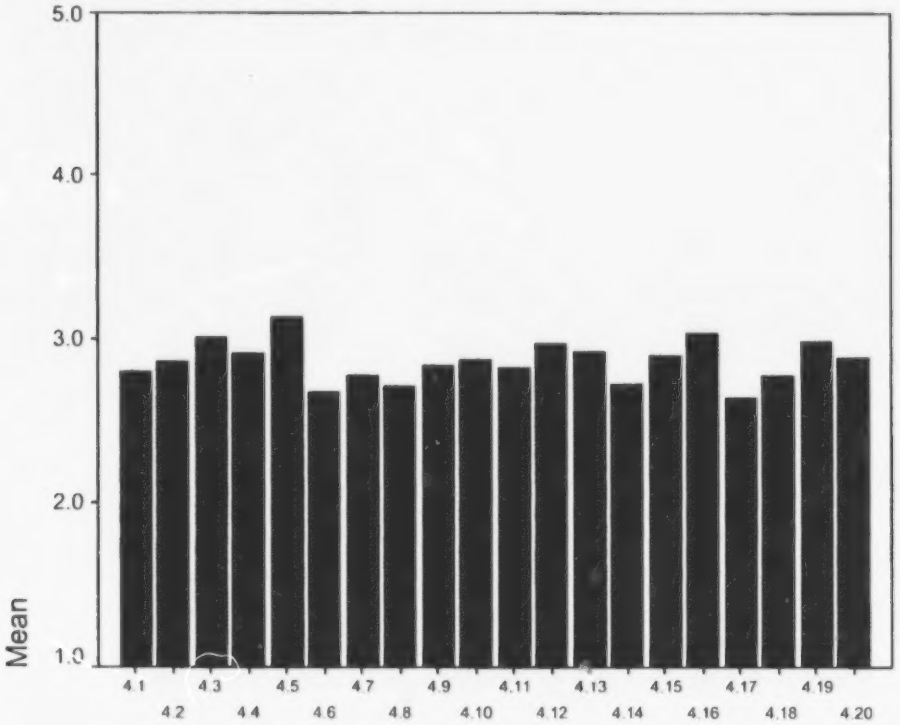


Figure 4 Support needs for current issues – college results

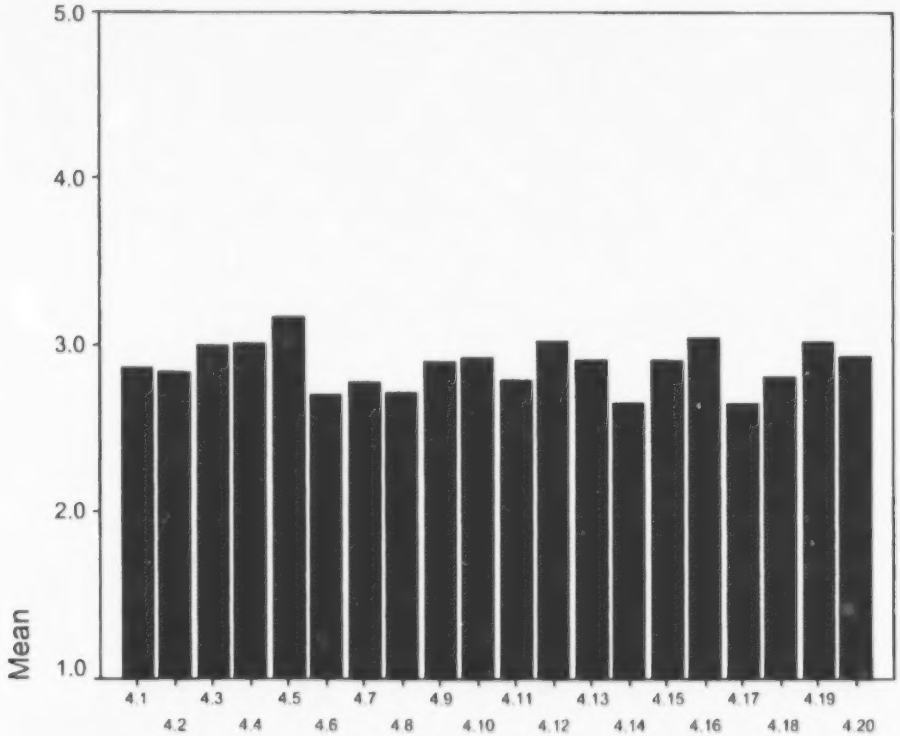


Figure 4 Support needs for current issues – ACL results

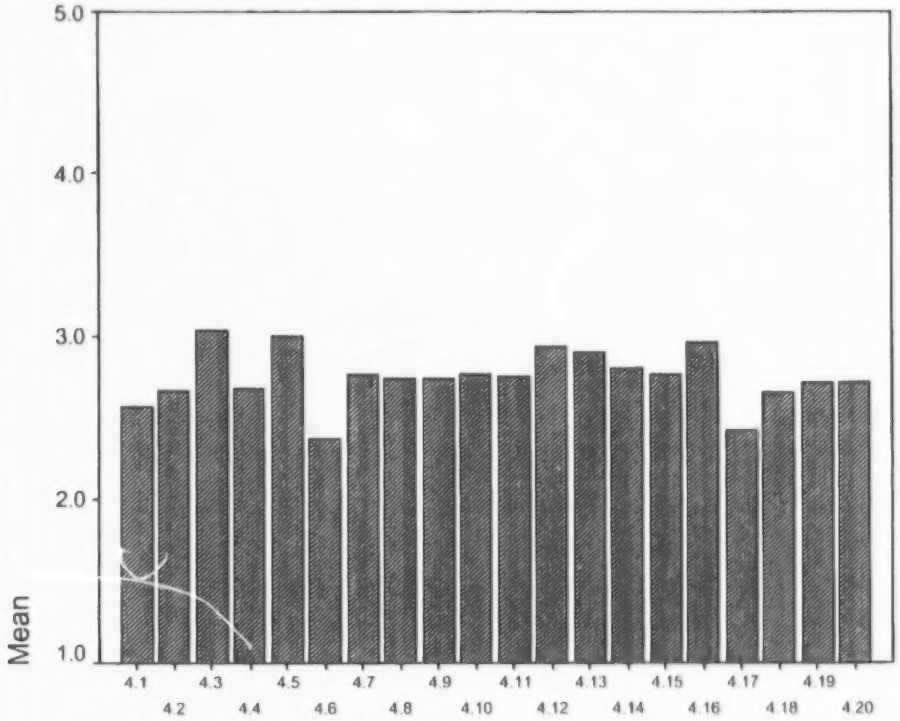
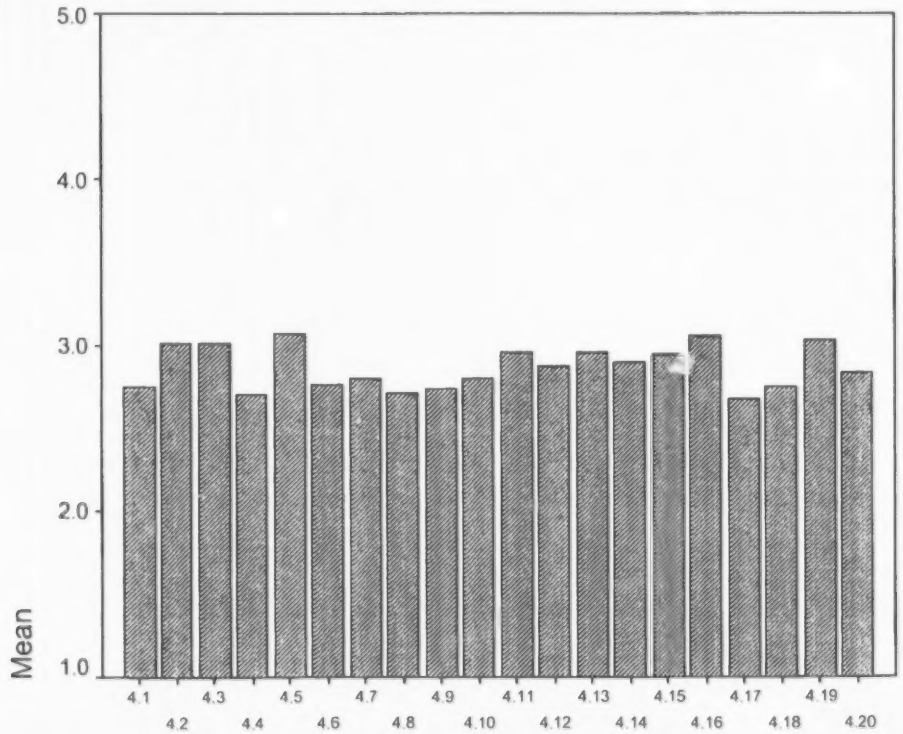


Figure 4 Support needs for current issues – WBL results



Key to Figure 5 Constraints on ability to develop

A Lack of resources (eg books, course fees, etc)

B Lack of time to devote to development activity

C Lack of knowledge of opportunities available

D Lack of encouragement/support from the organization

E Lack of rewards for achievement

F Lack of knowledge of where performance is weak

Figure 5 Constraints on ability to develop – overall results

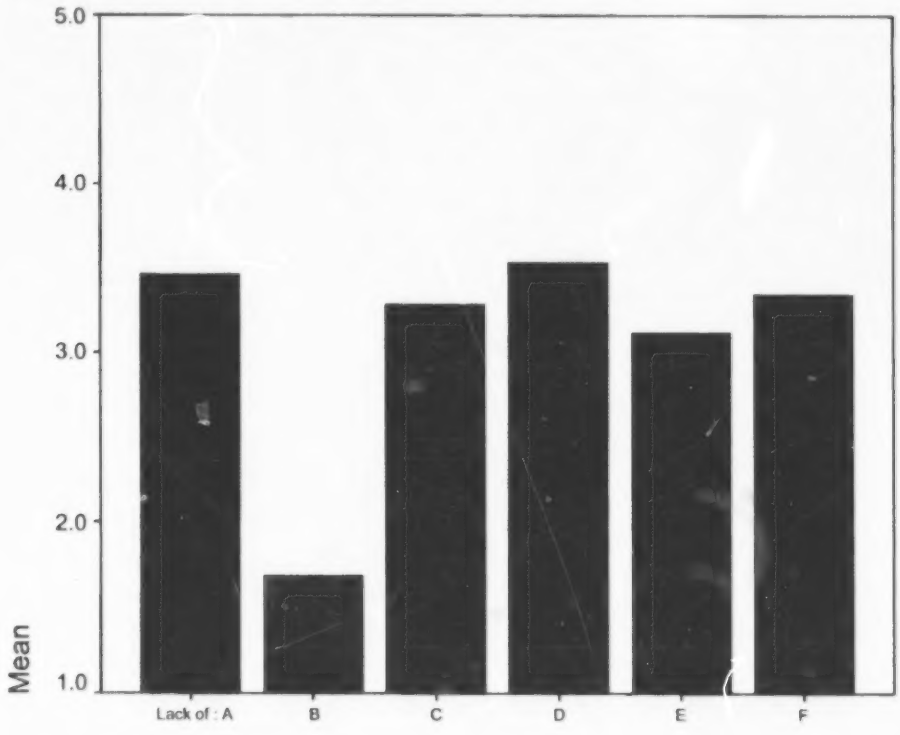


Figure 5 Constraints on ability to develop – college results

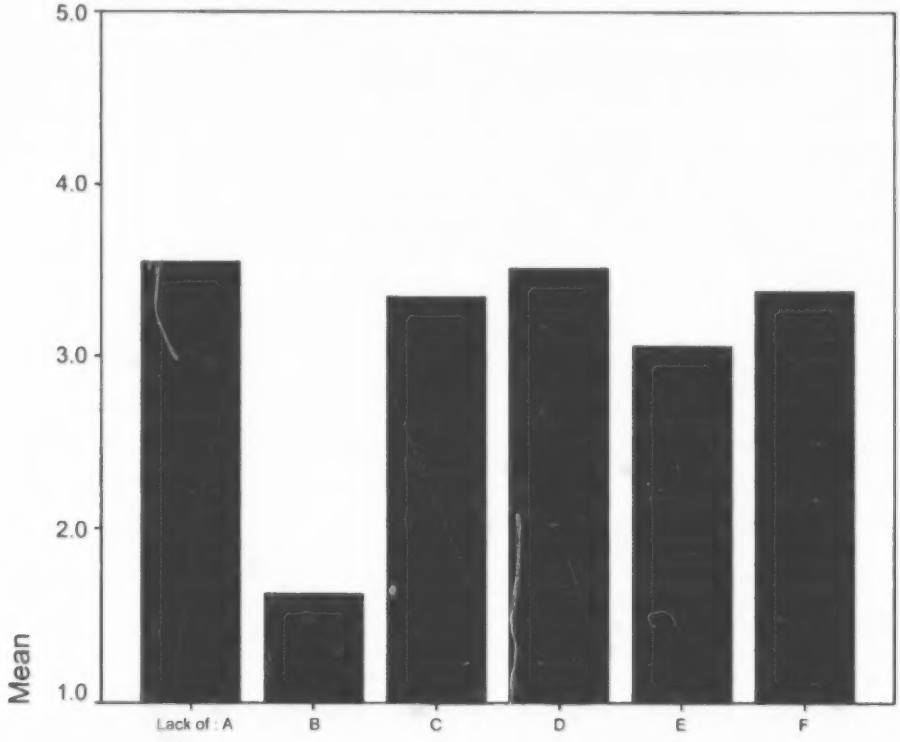


Figure 5 Constraints on ability to develop – ACL results

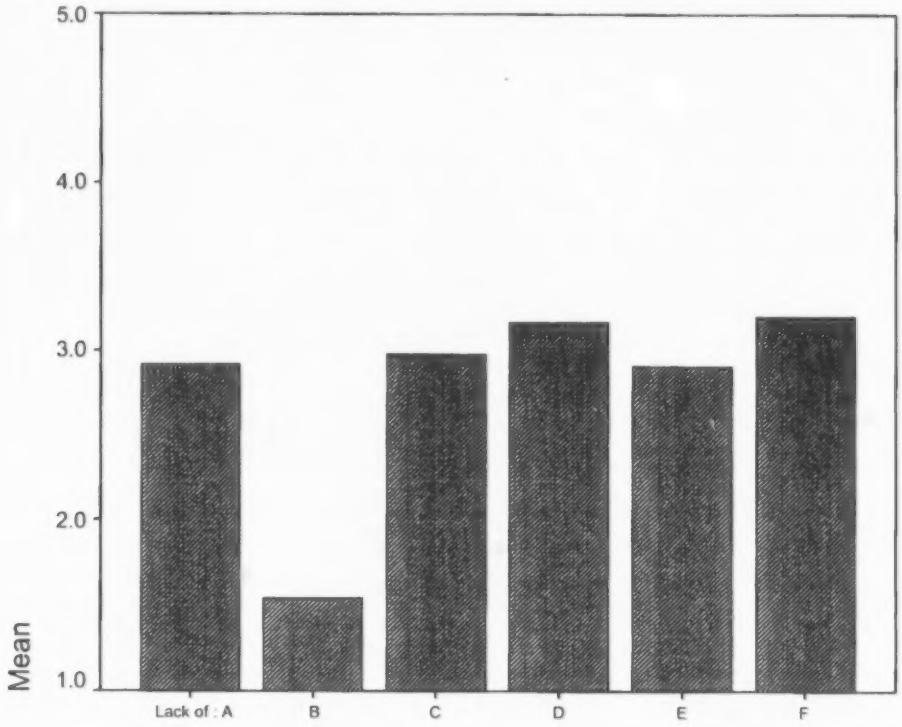
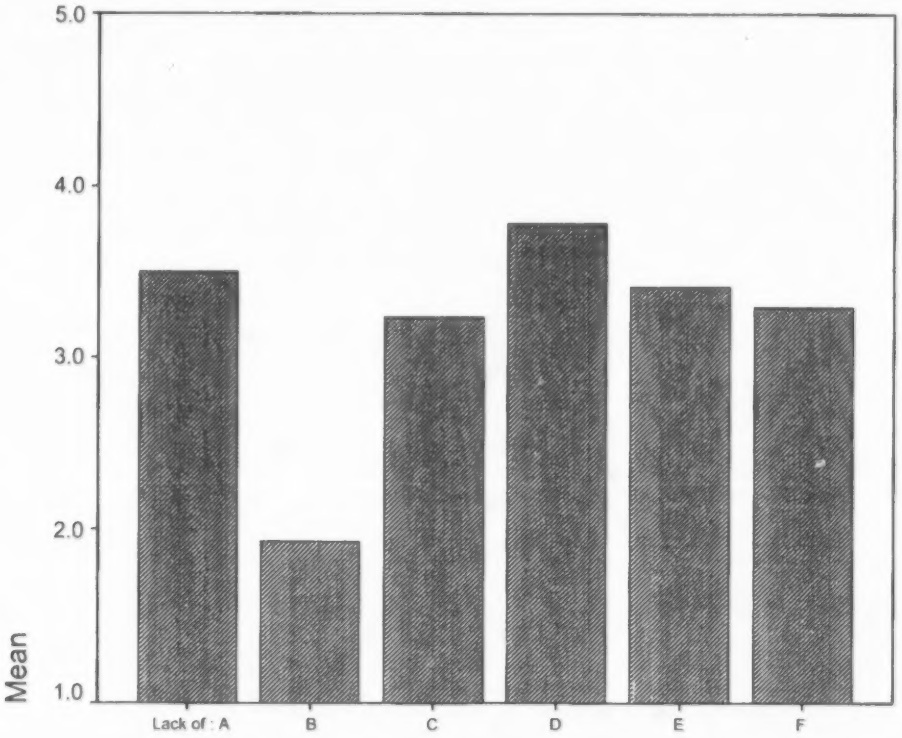


Figure 5 Constraints on ability to develop – WBL results



Key to Figure 6 Arrangements for development

A The organisation plans management development proactively and suggests activities to me

B The organisation responds to individuals within a clear and explicit plan

C The organisation responds to individuals on an *ad-hoc* basis

D It is a bit of a battle to get any management development opportunity

E We don't really have time to think beyond crisis management

F We have good procedures on paper but keep getting blown off course

G Individuals have to make their own management development opportunities

Figure 6 Arrangements for development – overall results

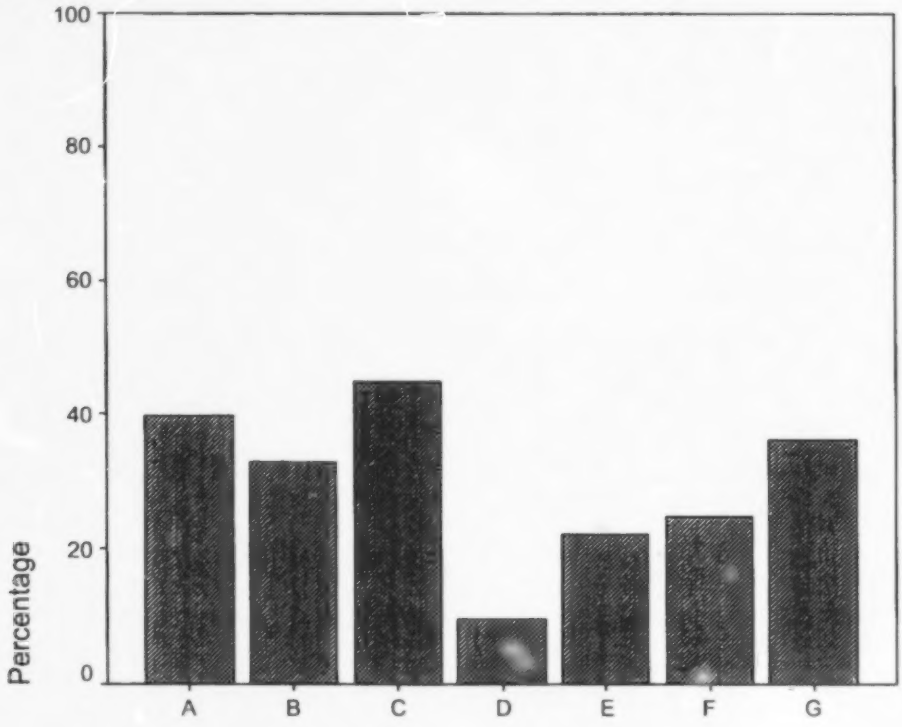


Figure 6 Arrangements for development – college results

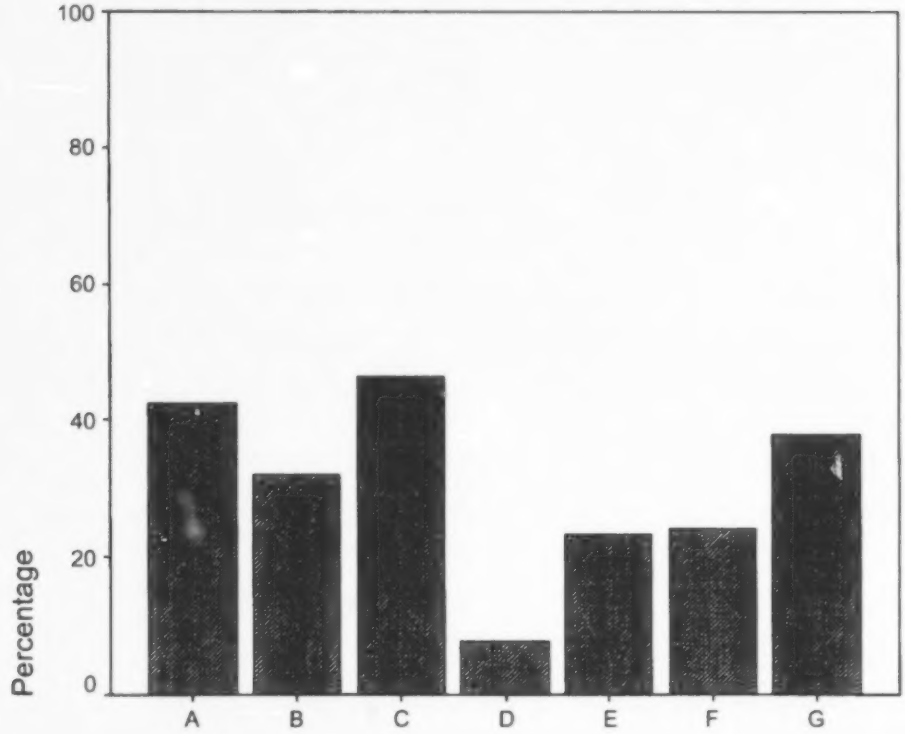


Figure 6 Arrangements for development – ACL results

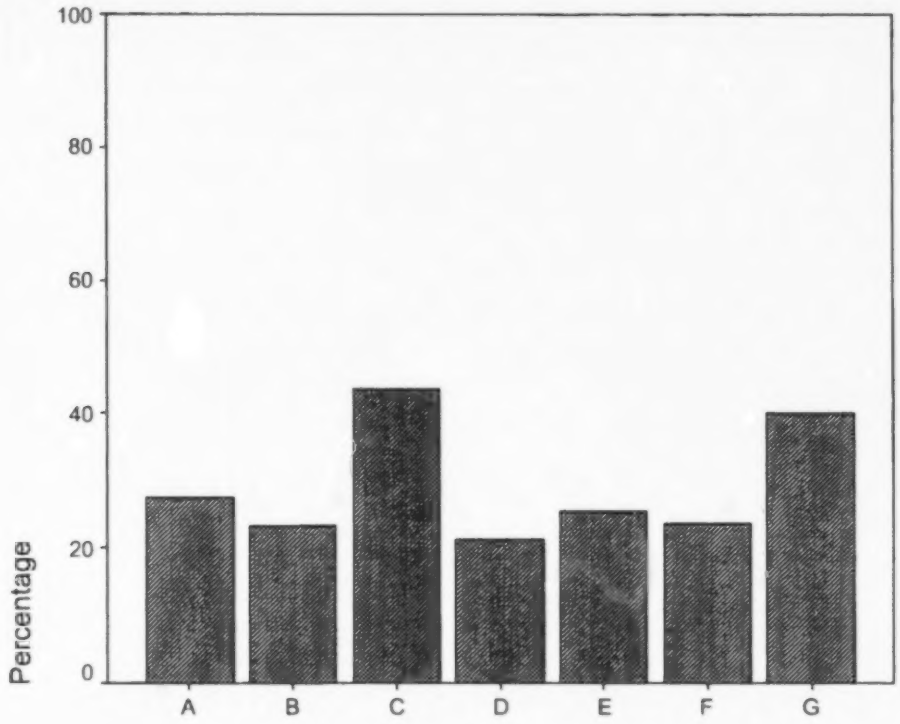
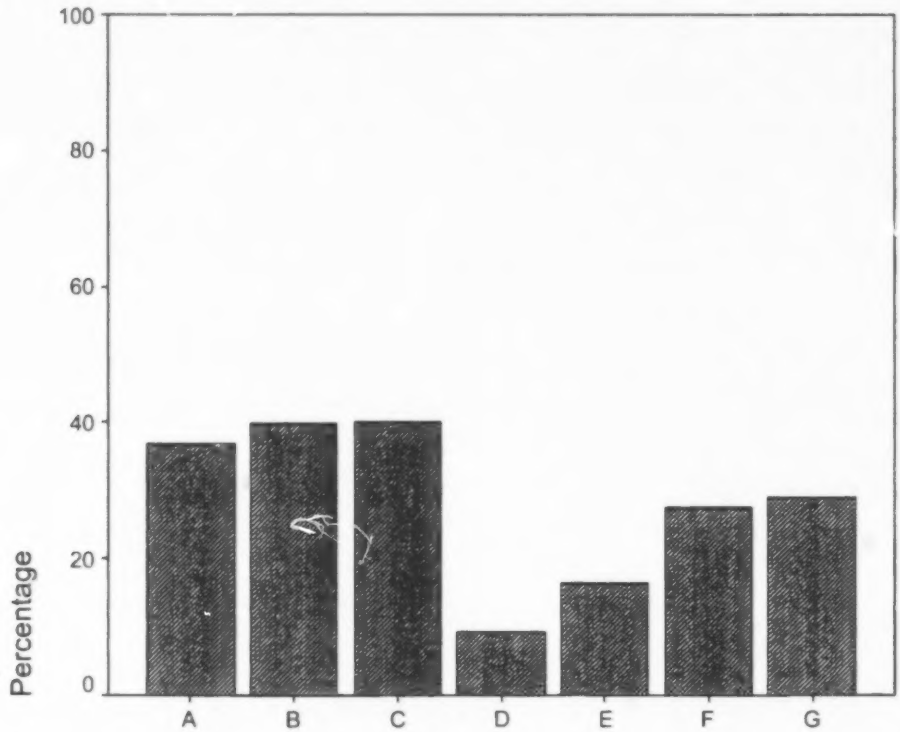


Figure 6 Arrangements for development – WBL results



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